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ABSTRACT

The guide consists of a course outline of urban studies for ninth grade students. The course goals are to help students a) become familiar with and adjust to their school and community environment; b) appreciate the unique contributions of all ethnic groups to world cultures; c) understand the values inherent in a democratic society; d) function effectively within the United States social, political, and economic systems; e) think creatively and critically; and f) analyze current events. Teaching techniques include classroom discussion, debates, interviews, role playing, and individual and group activities. The following units are outlined: 1) Freshman Orientation; 2) Values; 3) You and the Family; 4) Minorities, U.S.A.; 5) Employment and Careers; 6) Transportation; 7) Housing and Land Use; 8) Environment; 9) Law and Justice; 10) Personal Economics; 11) Relationship of Levels of Government; 12) Urban Social Services. Goals and course content together with suggested activities and resource materials are provided for each unit. Although a few of the units are directed specifically toward the St. Louis community, the guide is applicable to and has ideas for other community studies. (Author/RM)

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Teacher's Guide For Social Studies - Secondary Schools

URBAN STUDIES

GRADE 9 - ELECTIVE

St. Louis Public Schools

St. Louis, Missouri

1973

SP 007 143

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TEACHER'S GUIDE FOR SOCIAL STUDIES -- SECONDARY SCHOOLS

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St. Louis, Missouri
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SOCIAL STUDIES CURRICULUM
1973-1974

Grade	Academic	Standard	General
9	038 Urban Studies A	038 Urban Studies S	038 Urban Studies G
10	021 World Cultures A	021 World Cultures S	021 World Cultures G
11	020 American History A	020 American History S	020 American History G
12	Electives	Electives	Electives

In the transition years 1973-1974 and 1974-1975 any pupil who successfully completed his United States History requirement in the ninth grade shall in the eleventh and/or twelfth grades have his option of the social studies electives offered in his school.

ELECTIVES

One-Semester Electives: These may be linked in any combination desired by the school. Credit value is .500 per semester.

022 Advanced Geography
024 Economics
025 Contemporary Issues
027 Government
028 Sociology
035 Black Humanities
202 Psychology
308 Anthropology
039 Consumer Economics
304 Asian Studies
305 African Studies
270 Supervised Independent Study (Advanced American Studies)

One-Year Electives

026 American Political and Economic History (Academic)
032 Sociology
029 Western Civilization (Academic)
036 Social Studies Seminars
037 Black Humanities
306 Psychology
307 Humanities

Notes:
1. Flexibility in course content organized to fit year or semester or 10-week (quarter) lengths is considered by the committee to be desirable. The option(s) for such scheduling rest(s) with the local high school.
2. 036 Social Studies Seminars, composed of mini-courses, may be offered as an option if the school wishes.
3. The St. Louis Public Schools require 6 semesters of social studies credit for graduation. Only American History is required of all students. The student's additional two years (four semesters) of social studies may be elected from offerings at grades 9, 10, and 12.
4. Assignments to appropriate electives shall be referred to the Department Head--Social Studies for recommendation and approval.

GOALS FOR THE SOCIAL STUDIES, 9-12

The student

- Recognizes that among men there are many sets of values rooted in experience and legitimate in terms of culture.
- Appreciates the unique contributions of all ethnic groups to world cultures.
- Strives to live in peace in a pluralistic society.

The student

- Respects the rights of others to express their ideas and opinions.
- Grows in his awareness of the values inherent in our democratic society and in considered loyalty to its underlying principles.

The student

- Recognizes his intrinsic worth as a human being.
- Develops self-confidence and a sense of identity based upon his growing competencies.
- Believes in his ability to become an independent thinker and to make decisions.
- Strives to become a well-informed, participating citizen of his community.
- Continues to develop sound personal values and to make choices consistent with them.

The student

- Learns to function effectively within our social, political, and economic systems.
- Attempts to seek constructive solutions to problems.
- Considers future implications of proposed solutions.

The student

- Develops and applies creative and critical thinking skills.
- Improves his abilities in communication and self-expression.
- Progresses in his use of interpretive and locational skills.

The student

- Seeks understanding of past events.
- Analyzes the events of our time.
- Relates his understanding of past and present to his preparation for the future.

URBAN STUDIES (Components)

Recommended for Ninth Grade - Elective

The Urban Studies Course was designed to be flexible. It offers many options in course design: for pupil choices, for pupil and teacher course planning, and for selecting or writing course objectives and content.

Components may be taught as quarter courses. Components may be combined by selection of specific objectives into a quarter course. Components, shortened, may form the substance of a year-long unified course. Students, teachers, or students and teachers together may select objectives they consider important or may add others to any component.

Materials are supplied for each component. Some use many materials; others, activity-based, use very few. The Department Head-Social Studies will arrange the distribution and collection of instructional materials used in these components. Care will be given to provide materials appropriate to the reading and inquiry levels of the pupils in each class.

Components:

1. Freshman Orientation (Required)
2. Values (Required)
3. You and the Family
4. Minorities, U.S.A.
5. Employment and Careers
6. Transportation
7. Housing and Land Use
8. Environment
9. Law and Justice
10. Personal Economics
11. Relationship of Levels of Government
12. Urban Social Services

Components 1 and 2, Freshman Orientation and Values, should be studies by all Urban Studies students. The orientation unit may be as long or as short as the students seem to require. Values offers the student and teacher opportunities to learn something about themselves and to recognize their own frames of reference. This component provides valuable preparation for the rest of the social studies program.

Consult the new audiovisual catalog for numbers to use in ordering the audiovisual materials suggested in the Teacher's Guide.

URBAN STUDIES: FRESHMAN ORIENTATION

Goals:

This component is required; its primary goals are to help the student become familiar with and adjust to his school's environment.

The student becomes familiar with his high school and its schedule, with changing teachers and classes, and, if necessary, with changing buildings.

The ninth grader adjusts to his high school's environment by making a successful transition from his elementary school's environment.

The student becomes aware of his immediate community and of its role in the broader definition of his community, neighborhood, and city.

The ninth grader learns what skills are necessary to and what kinds of subjects, concepts, and content make up the social studies. He learns how to study the social studies. He becomes familiar with his school's offerings in the social studies.

Code:	Materials:	
SSM	SENIOR SCHOLASTIC MAGAZINE	35 per teacher, A. S.
S	SEARCH	35 per teacher, G.
WE	WE ELECT, St. Louis Public Schools.	35 per teacher.
MAP	MAP OF THE SCHOOL DISTRICT'S COMMUNITY AND TRANSPARENT OVERLAYS.	
PC:WNS	PEOPLE AND THE CITY: WHO NEEDS SCHOOL? Scott Foresman and Co., 1972. Students, G.	
MS	MAN'S SETTLEMENTS: THE SOCIAL SCIENCES, CONCEPTS AND VALUES. Harcourt, Brace, Jovanovich, 1972. Students, G.	

Time: This component introduces the course. The Values component follows it. Depending on the school's fall opening situation and varying in accordance with the students' needs, the time to be spent on this component may vary from two to five weeks.

Note: *The teacher, the students, or the teacher and students together may select from the objectives given those which they feel are important. They may also add other salient objectives.*

GOALS AND CONTENT	SUGGESTED ACTIVITIES AND MATERIALS
I. The student introduces himself to his classmates and becomes acquainted with them. He shares with his fellows such information as: his name, his elementary school, his hobbies, his current interests, and those of his long-range ambitions which he cares to reveal.	Note: The teacher might share similar items of information about himself with the students. PS:WNS, p. 10.
II. The student studies the history and traditions of his high school.	
III. The student becomes familiar with the school's physical plant, its personnel, extra-curricular programs, personal and guidance services, and maintenance workers.	Activity: Students study the map and/or floor plans of the school building(s).
A. He knows his way around the school's physical plant; he can locate offices, classrooms, library, lavatories, auxiliary buildings.	Activity: The class and the teacher tour the building using the maps and floor plans as guides. They visit the offices and the library. They meet the school personnel available during the tour.
B. The student becomes aware of school personnel and services. He learns how these can help him personally and educationally. He knows:	
1. The principal, assistant principals, and administrative assistants and what they do.	Activities: Use such information as appears in the school's opening bulletin, faculty and administration lists. Supply a digest of information pertinent to students. One or all of the administrators might visit the class to talk about the school's instructional program, its activities, its regulations, etc.
2. The department heads and what they do. The names of his own teachers.	PC:WNS, pp. 34-38.

GOALS AND CONTENT	SUGGESTED ACTIVITIES AND MATERIALS
3. The extra-curricular activities of the school. He receives information about activities, especially sports and their schedules. He knows about:	During the first week of school, the schedule of the Public High League's activities is available from the athletic director. Prepare copies for students or review the fall game schedule with them.
a. Interscholastic athletic competition	Refer to the high school's handbook or prepare a list of activities for students.
b. Intra-mural athletics, for both boys and girls	
c. Scholastic honors	Students in one Urban Studies class prepare such a list. Perhaps the business department would duplicate it for more general distribution. Teachers - check to see this task is not done by many classes.
d. Other extra-curricular activities and clubs.	
4. The personal and guidance services that are available from:	
a. School Counselor	Invite some school guidance counselors to talk to the class about the help offered students by auxiliary personnel.
b. School Social Worker	
c. School Nurse, Doctor	PC:WNS, pp 29-30, 31.
d. Lunchroom workers	
e. Neighborhood Youth Corps Counselor	
f. Librarian	
g. Audio-Visual technician	
h. Teacher/Advisor	

GOALS AND CONTENT	SUGGESTED ACTIVITIES AND MATERIALS
i. Administrator	
j. Co-op Counselor	
5. Those persons responsible for the maintenance of the building and the services they perform:	
a. Custodian	
b. Matron	
c. Engineer	
d. Cafeteria Manager	
IV. The student knows his rights and recognizes and accepts his responsibilities as a student.	
A. As an aid to his academic value formation, the student knows the purposes of the school, which are to:	Film: NO REASON TO STAY PC:WNS, pp. 46-47.
1. Help him acquire facility in the basic skills so that he can function effectively in his society.	PC:WNS, pp. 8-17.
2. Provide experiences that train him for living effectively in his society. He might get such experiences by participating in:	
a. Student government	
b. Extra-curricular activities	

GOALS AND CONTENT	SUGGESTED ACTIVITIES AND MATERIALS
3. Transmit the cultural heritage and values of his society, especially those regarding:	
a. The responsibilities of a citizen to his state	
b. The responsibilities of an individual to himself	
4. Provide the student with guidance as he works developing his own sets of values and skills.	SFS: DEVELOPING YOUR STUDY SKILLS
B. The student develops attitudes and values that will serve him personally. He considers the value of such attitudes as:	Film: NO REASON TO STAY PC:WNS, pp. 18-33.
1. Cultivation of habits of personal attendance and punctuality.	
2. Development of wholesome, productive attitudes toward:	Film: FREEDOM TO READ
a. Himself.	Film: FREEDOM TO LEARN
b. His fellow students	SFS: THE ALIENATED GENERATION
c. His teachers	
d. His school work	SFS: WHAT HAPPENS BETWEEN PEOPLE?
3. Respect for property:	
a. Personal	
b. School	

GOALS AND CONTENT	SUGGESTED ACTIVITIES AND MATERIALS
c. Books, buildings, equipment (instructional and extra-curricular)	
d. Property of others.	
4. Acceptance of rights and responsibilities that are dependent on:	Film: DUE PROCESS OF LAW DENIED
a. His ability to interact	
b. The Constitution	
c. The school's regulations	
5. Responsibility to attempt to fomulate and to work toward achievement of his life's goals. He <u>begins</u> to:	AID FOR TEACHERS: The teacher should review the Learning Corporation's values films.
a. Formulate some "life goals"	These films present important dilemmas. They are from feature films. They deal with values and with making judgments based on these values. The teacher should use them as a source of ideas. She may not consider all of them for use with students in Grade 9.
b. Form values regarding scholarship and learning	
c. Form values regarding citizenship (as a student now, as a citizen in a few years)	
C. The student lists ways his parent contribute to his school experiences.	Film: I JUST DON'T DIG HIM
1. His parents create an environment that:	
a. Develops his interest in school activities	Film: WALK IN THEIR SHOES

GOALS AND CONTENT	SUGGESTED ACTIVITIES AND MATERIALS
b. Supports him in his ambitions and goals c. Cares for his health and welfare 2. His parents may participate in his schooling by: a. Working with parent school organizations and district parent congress. b. Attending open houses c. Periodically visiting the school d. Attending and supporting school activities, such as: concerts, plays, assemblies, athletic contests, bake sales, and car washes	
V. The student becomes familiar with the community in which his home and school are located. A. The student knows where his school is located B. He knows school district's boundaries, its elementary schools, and its district office C. He locates his community's cultural and recreational facilities, such as: 1. Gateway centers 2. Block units 3. Neighborhood associations	MS, "ACCESS AND GROWTH," pp. 56-79. MAP OF SCHOOL DISTRICT: Student locate high school on map. Activity: Neighborhood survey, see sample attached MAP: Students locate feeder schools and the district office. MAP: Students mark these facilities on map overlay sheet.

GOALS AND CONTENT	SUGGESTED ACTIVITIES AND MATERIALS
4. Parks	
5. Playgrounds	
6. Recreation Center	
7. YMCA	
8. Junior Achievement Center	
D. He locates his community's city service facilities, such as:	MAP: Students mark these facilities on map overlay sheet.
1. Police station, community store fronts	Activity: Invite guest speakers for class or combined classes: Police Community Relations Officer Fire District Officer, etc.
2. Fire station	
3. Probation and parole offices	
4. Bus lines	
5. Hospitals and health centers	
E. He locates his community's government services, such as:	MAP: Students mark overlay sheets with locations of these services. They find out where they are.
1. Employment service	
2. Post offices	
3. Welfare office	
F. He locates the political divisions of the community:	WE ELECT (Contains information of political divisions)

GOALS AND CONTENT	SUGGESTED ACTIVITIES AND MATERIALS
1. Wards, precincts, state and federal divisions	MAP: Students mark overlay with political divisions.
2. Elected representatives:	Note: See Urban Studies, Government component
a. Alderman	Project: Students write letters to proper representative about areas of concern which affect the school community.
b. Committeeman	
c. Committeewoman	
d. State representative	
e. State senator	
f. U. S. Congressman	
g. U. S. Senator	
VI. The student thinks about his education and its possible implications for his future.	
A. He becomes familiar with the kinds of job and career-oriented course offerings available to him in the St. Louis Public High Schools, such as:	PC:WNS, pp. 26-28, 29=33.
1. His high school	School course catalog available from counselor
2. O'Fallon Technical Center	Brochures from O'Fallon Technical Center
3. Alternative programs	Descriptions of these alternative programs and schools are available either from the counseling office, from the alternative program director, or from the directors of the Work Study Programs.
a. South Grand Work-Study High School	
b. Metro High School	

GOALS AND CONTENT	SUGGESTED ACTIVITIES AND MATERIALS
c. Distributive Education Programs d. Work-Study Programs, community based e. Elementary Tutoring Programs, voluntary service programs.	
B. The student becomes familiar with the kinds of college preparatory course offerings available in the St. Louis Public Schools and with the specialized kinds of assistance he can expect to receive as he prepares for future study or work:	List of school's course offerings is available. Ask Counselor for information. Activity: Invite the Guidance Assistant Principal or Guidance Counselor to speak to the class on one of these subjects.
1. Guidance in course selection	
2. Junior and Senior testing programs and what skills and aptitudes they test:	Activity: Invite guidance counselor to speak on one of the topics in VI B_2:
a. Iowa Test of Educational Development (ITED)	
b. Ohio Psychological Test (OCAT)	
c. American College Test (ACT)	
d. College Board Achievement Test (ACH)	
e. College Board Scholastic Aptitude Test (SAT)	
f. Preliminary Scholastic Aptitude Test (PSAT)	
g. National Merit Scholarship Qualifying Test (NMSQT)	
3. Career Day programs	

GOALS AND CONTENT	SUGGESTED ACTIVITIES AND MATERIALS
4. College entrance requirements information	
5. Information about financial aid available for future study and about scholarships.	
6. State high school graduation requirements information	Note: Teacher should review State of Missouri and St. Louis Public Schools requirements for high school graduation.
7. Use of DAT results	
VII. The student knows about other kinds of schools in the St. Louis Public School System and understands their services and purposes:	
A. The S.T.E.P. program - Delmar School, King School	
B. Lincoln High School	
C. The tutorial high schools and the social adjustment programs	
D. School for Continued Education	
VIII. The student knows the general kinds of subjects, concepts, and concerns which comprise the social studies:	
A. The development of cultures	
B. History through the ages	
C. The social sciences, like sociology, psychology, anthropology	

GOALS AND CONTENT	SUGGESTED ACTIVITIES AND MATERIALS
IX. The student knows what skills and techniques for learning he will use in the social studies, such as:	
A. Inquiry skills	
B. The critical thinking skills	SFS Series: CRITICAL THINKING (In school library)
C. Use of primary and secondary sources	
D. Map, chart, and graph skills	
X. The student knows the social studies course offerings and has own options in choosing from among them at his school.	Copy of the Sequence of Subjects, Secondary Social Studies with school's offerings marked. Activity: The Social Studies Department Head can assist with this objective's realization.

GOALS AND CONTENT - CLASS	SUGGESTED ACTIVITIES AND MATERIALS
The objectives which the class wishes to pursue may be added or may be substituted for any in the outline.	

URBAN STUDIES: FRESHMAN ORIENTATION

GRAPHIC AIDS

DIAGRAMS: Each school's floor plans (sample given for Soldan High School) and diagrams of any of the school's auxiliary building can be found in the Evaluation Reports from the last North Central Association Evaluation of the school. Also, student handbooks, if prepared for the school, will contain such maps.

MAP: Provided 1 per classroom, Urban Studies, 4 clear transparent overlay sheets (30" x 40")

Detailed map of the school community 30 inches by 40 inches, plus transparent overlays:
Master of the map, 8 1/2 x 11 inches, for reproduction and distribution to students.

OVERLAY KEY: Students prepare overlays, using wax or grease pencils (erasable) in:

Yellow: State Senatorial District
Green: State Representative District
Blue: City Wards
White: Public Transportation (Bi-State Lines)

FIELD PROJECT FOR STUDENTS: Mark map or an overlay with the locations of the following using pencils in:

Orange: Feeder Schools
Green: Cultural Areas
Red: City Service Facilities
Red/Blue: Police and Fire Stations

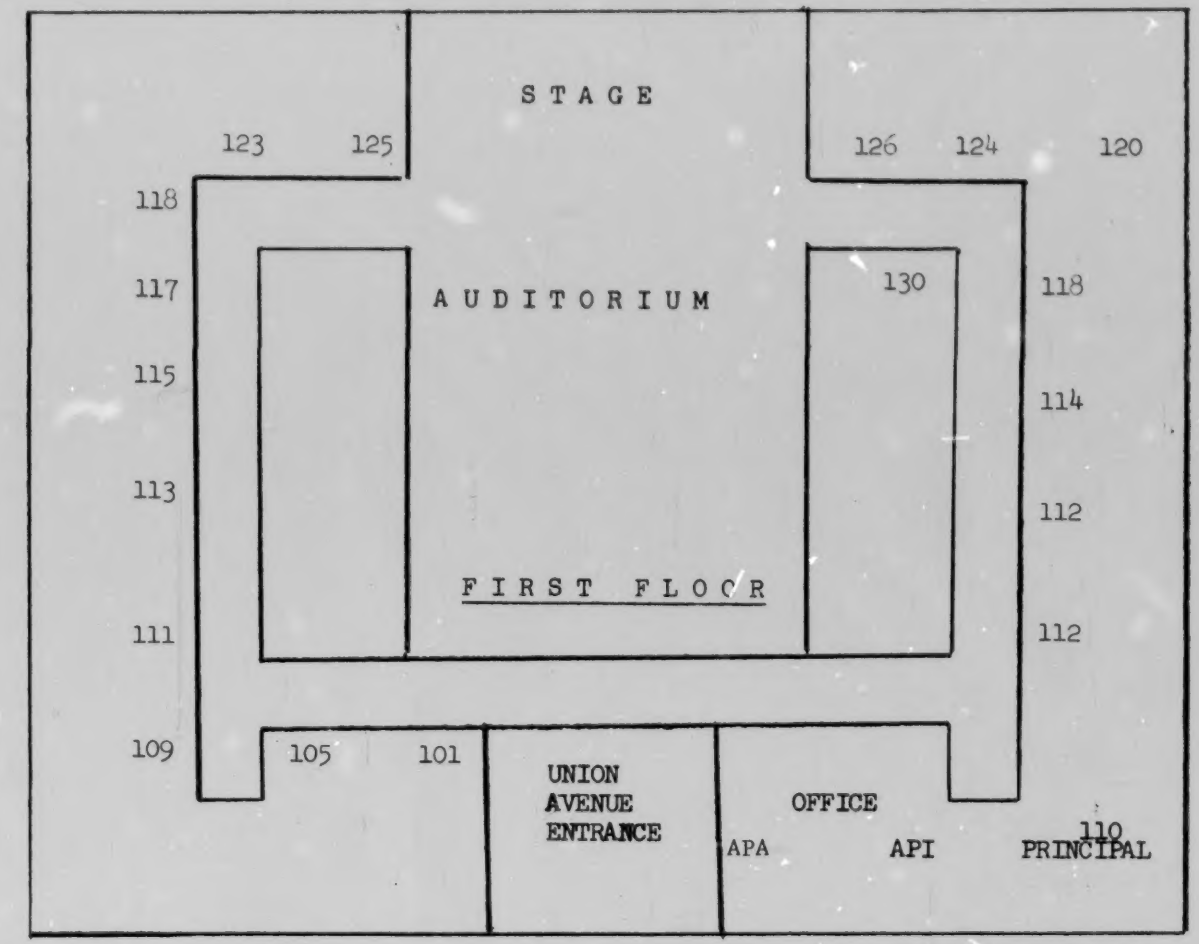
DIAGRAM: Sample of Neighborhood Survey Sheet. A Field Project for Students. Students can map a specific block or add to copies of the diagram provided local places and services of interest to them.

MISSOURI'S 10 CONGRESSIONAL DISTRICTS

DISTRICTS ESTABLISHED OCTOBER 13, 1969.

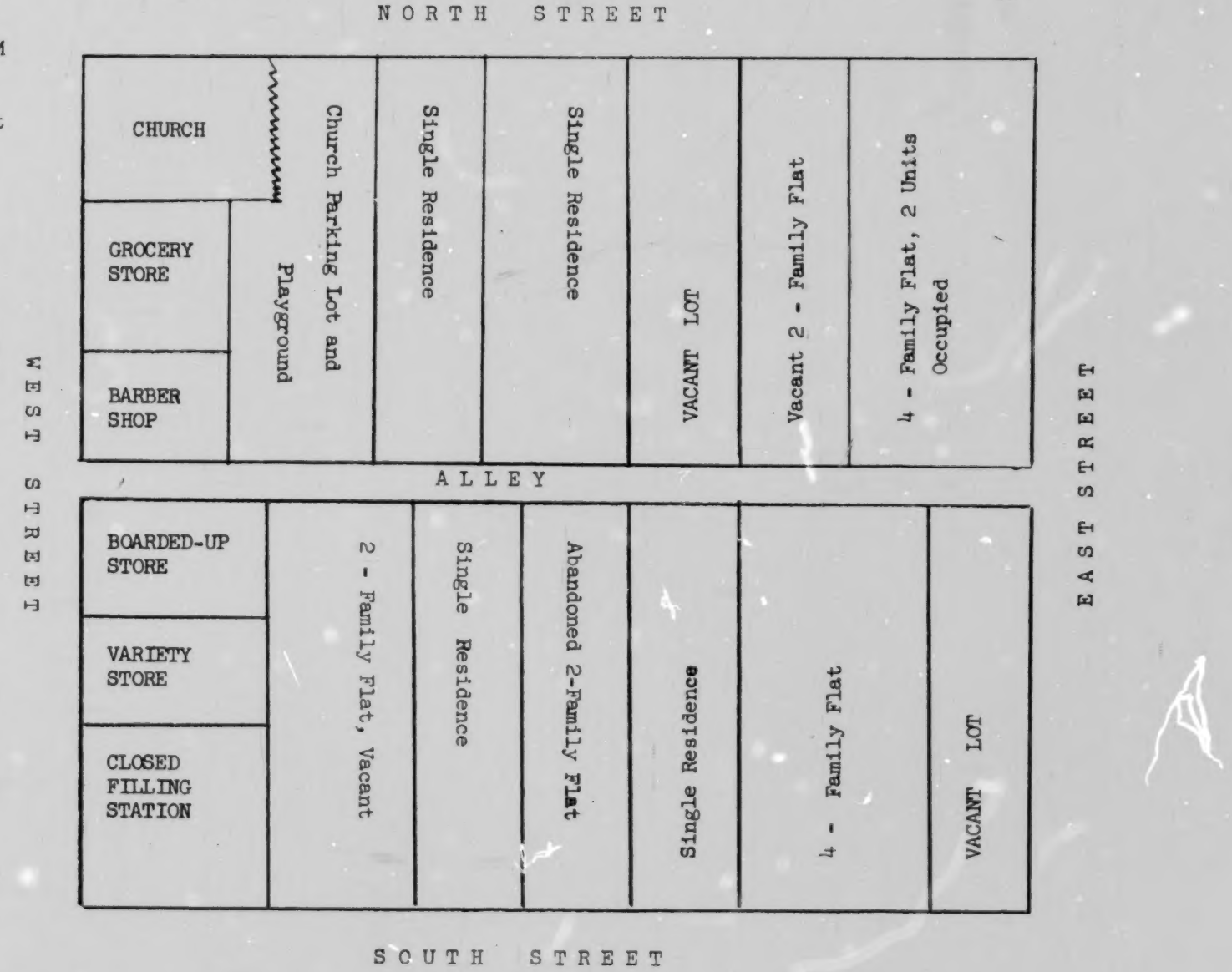
F R E S H M A N O R I E N T A T I O N

SAMPLE MAP #1: FLOOR PLAN OF FIRST FLOOR OF SOLDAN--MAIN BUILDING: SUPPLY STUDENT WITH MAP OF HIS OWN SCHOOL BUILDINGS



SAMPLE DIAGRAM

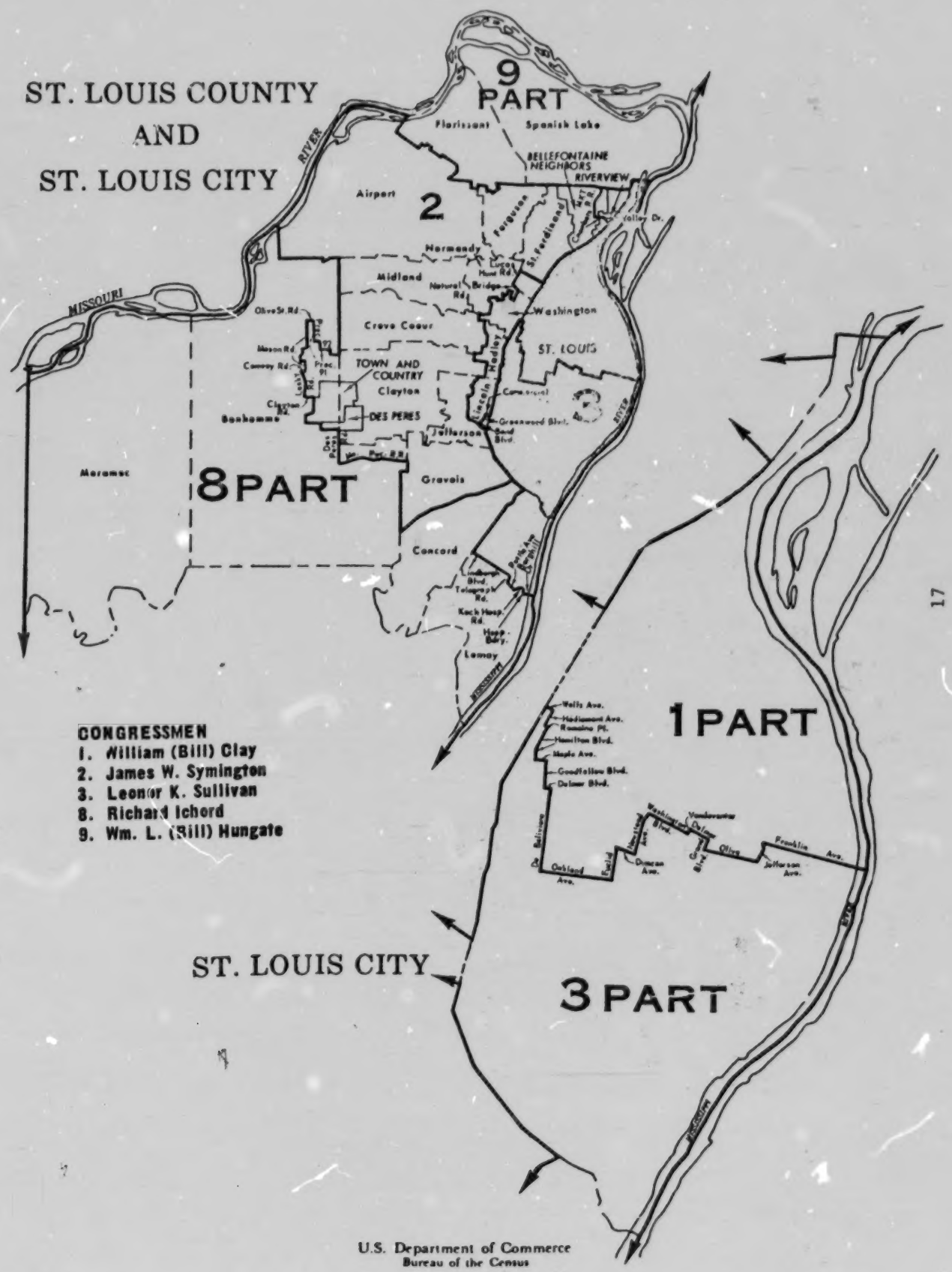
Neighborhood
Survey Project



CITY BLOCK NUMBER _____

MISSOURI

Districts Established October 13, 1969



U.S. Department of Commerce
Bureau of the Census

URBAN STUDIES: VALUES

Goals for the Teacher: *This component is required and is studied immediately following Freshman Orientation*

The teacher helps the student achieve greater self knowledge and understanding.

The teacher encourages the student to make choices, to weigh the alternatives open to him, and to act and behave in accordance with the choices he makes.

The teacher establishes an environment in the classroom that is psychologically safe.

The teacher improves his teaching methods and techniques.

Goals for the Student:

The student strives to acquire greater self knowledge and understanding

The student learns to weigh alternatives open to him, to make choices, and to act in accordance with his choices.

Code:	Materials:
MA	MAN'S ATTITUDES: CONCEPTS AND VALUES SERIES. Harcourt, Brace, Jovanovich, Inc., 1972. Students, G
VT	VALUES AND TEACHING, Rath, Harmin, Simon. Charles E. Merrill Publ. Co., 1968. Teacher
	VALUES CLARIFICATION GAMES, at end of unit
	MAN, AS AN INDIVIDUAL, THE SOCIAL SCIENCES: CONCEPTS AND VALUES SERIES. Harcourt, Brace, Jovanovich, Inc., 1972. Students, G
SSM	SENIOR SCHOLASTIC MAGAZINE, AS
S	SEARCH , G

Time: This component may vary in length in accordance with the needs of the students.

Note: *The teacher, the students, or the teacher and students together may select from the objectives given those which they feel are important. They may also add other salient objectives.*

Introduction:

Sometimes a teacher will create a classroom environment in which the class becomes a unit which the teacher develops into an autocratic state. Some teachers feel that their goal is to "mold the child" in their image or to "whip him into line." Some feel that the student should have the "right attitudes" --- and these are often the attitudes which correspond to those held by the adults who have control over students at the moment.

The purpose of this unit is not to teach values, but to aid the teacher as he helps the student clarify the values he holds and to begin to form new ones. The process of clarification of values contributes deeply to a person's sense of identity and personal worth. Values are vital to the search for answers to the basic, age-old question, "Who am I?"

GOALS AND CONTENT	SUGGESTED ACTIVITIES AND MATERIALS
This unit is written to and for the teacher. Others will state student goals.	
I. The teacher gets the class started slowly, but not too slowly, on discussion of the values-clarification process.	
A. He talks first about the values-clarification process in tentative terms.	
B. He prepares for the possibility of conflict.	Note: The teacher may wish to read materials dealing with controversy in the classroom and ways to use it constructively to promote learning.
1. Be aware the classification of values responds to many of the problems and decisions students face every day, not just to profound or abstract ideas.	
2. Be aware that values-classification can lead into profound or abstract ideas.	MI, pp. 50-59, 60-71. MA, pp. 4-39.
C. He keeps administrators and other teachers informed about what students are discussing and doing in his classroom.	
D. He encourages several colleagues to join him and to add another dimension to the discussion.	

GOALS AND CONTENT	SUGGESTED ACTIVITIES AND MATERIALS
II. The teacher introduces the class to values-clarification processes.	MI, pp. 38-49. MA, pp. 40-79.
A. The teacher introduces the students to various activities that help with value clarification.	
1. Name tags	Activities: Provide the student with name tags with his full name and the name by which he wishes to be known.
2. Rap Sessions	Divide the class by twos and let the students talk to each other. Each should pick someone he does not know and for five minutes, one talks and the other listens; then they switch roles.
3. Tower building - work from the floor to the ceiling	Activity: Use cardboard from the bookroom and paper clips. Ask the art teacher for materials and supplies. Use the art room if possible. Perhaps art teachers and students will help.
4. Jig-Saw Puzzle	See Appendix C, page 37, at the end of this section.
5. NASA Group Decision Making	See Appendix C, page 38, at the end of this section.
6. Fallout Shelter Game	See Appendix C, page 42, at the end of this section. The teacher can write such a game based on value conflicts of her students. (Once the game was called Lifeboat.)
B. The teacher uses various strategies for clarifying values.	

GOALS AND CONTENT	SUGGESTED ACTIVITIES AND MATERIALS
1. "Twenty things I love to do..."	See Appendix A and Appendix B at the end of this section.
2. "I learned that I..."	
3. The Coat of Arms Identity...	
4. The Baker's Dozen...	
5. A Quadrant of Opposites...	
6. Values Grid...	
7. Values Voting...	
8. Proud Whip...	
C. The teacher and students will prepare a Value Sheet	
1. Illegal Behavior	VT, p. 86.
2. Civil Liberties	VT, pp. 93-94.
3. Friendship	VT, p. 95.
4. Minding Your Own Business vs. Helping Those in Need	VT, pp. 95-99.
5. Courage	VT, p. 99
	Film. LOVE TO KILL, Searching for Values Series, Learning Corporation of America
D. The teacher uses various techniques and methods in teaching this component and in teaching the rest of Urban Studies.	
1. Role Playing	VT, pp. 121-123.

GOALS AND CONTENT	SUGGESTED ACTIVITIES AND MATERIALS
2. Contrived Incident	VT, pp. 123-125.
3. Zig-Zag Lesson	VT, pp. 125-127.
4. Devil's Advocate	VT, pp. 127-129.
5. Thought Sheets	VT, pp. 130-134.
6. Open-Ended Questions	VT, pp. 137-138.
7. Autobiographical Questionnaire	VT, pp. 140-141.
8. Public Interview	VT, pp. 142-148.
9. Decision-making Interview	VT, pp. 149-152.
10. Voting	VT, pp. 152-154.
11. Five-minute Quote Without Comment	VT, pp. 155-156.
12. Student Report	VT, pp. 156-160.
13. Action Projects	VT, pp. 160-162.

GOALS AND CONTENT - CLASS	SUGGESTED ACTIVITIES AND MATERIALS
The objectives which the class wishes to pursue may be added or substituted for any in the outline.	

1. Twenty Things I Love to Do

Ask students to number from 1-20 down the center of a sheet of paper. Then, as fast as they can, without censoring and in no particular order, they are to list any 20 things in this beautiful life that they love to do.

They may giggle a bit at first, but then they settle down to really listing those things in their lives they love to do. Sometimes it helps to suggest that they think about the four seasons of the year, and list what they love in each season. It's useful, also, to think of certain people who touch their lives and write what they love to do with them.

After your students have listed all 20 (give them enough time), show them the following ways of coding their lists of "Love To Do's":

Values clarification strategies and activities are drawn from two reference sources:

Values and Teaching: Working With Values in the Classroom. Louis E. Raths, Merrill Harmin, Sidney Simon. Columbus, Ohio: Charles E. Merrill, 1966.

Values Clarification: A Handbook of Practical Strategies for Teachers and Students. Sidney B. Simon, Leland W. Howe, Howard Kirschenbaum. New York: Hart Publishing, 1972.

1) Are you *proud*; do you prize or cherish your position?

2) Have you *publicly affirmed* your position?

3) Have you chosen your position from *alternatives?*

4) Have you chosen your position after *thoughtful consideration* of the pros and cons and consequences?

5) Have you chosen your position *freely?*

6) Have you *acted* on or done anything about your beliefs?

7) Have you acted with *repetition*, or consistency on this issue?

The teacher can read these seven questions to the students, or write them on the board, or the students can write the key words (those underlined) at the top of each column. The students then answer each of the seven questions in relation to each issue. If they have a positive response to the question on top, they put a check in the appropriate box. If they cannot answer the question affirmatively, they leave the box blank.

It should be pointed out that students are not being called on to defend the context of their beliefs. They are evaluating how firm their convictions are and how they arrived at them.

VALUES VOTING

Voting is a simple procedure that allows every student to make a public affirmation on a variety of issues. Voting helps students see that others often see issues differently. It's an excellent way to introduce specific values issues into the classroom. Short voting lists are the best. Once they are familiar with the procedure, students can make up their own voting lists. (Remember, you vote too, but to keep from influencing the vote, hold yours until a split second after most students have committed themselves to a position.)

PROCEDURE:

Read aloud questions that begin with the words, "How many of you.....?" After each question, the students take a position by a show of hands.

those in the affirmative raise their hands.
those answering negatively point their thumbs down.
those undecided fold their arms.
those who want to pass take no action at all.

The following is a sample list designed for secondary students. Preface each of the following questions with the statement: "How many of you...?"

1) think teenagers should be allowed to choose their own clothes.
2) will raise your children more strictly than you were raised.
3) watch TV more than 3 hours a day.
4) think the most qualified person usually wins in school elections.
5) think there are times when cheating is justified.

5) could tell someone they have bad breath.

7) think going steady is important in order to achieve social success.

8) regularly attend religious services and enjoy it.

Check *Values Clarification* for further examples and explanations.

RANK ORDER

This strategy serves to help students in choosing among alternatives and affirming, explaining and defending their choices. It demonstrates that many issues require more consideration than we tend to give them.

Explain to the class that you are going to ask questions that will require their making value judgments. Give three or four alternative choices and ask students to rank order the choices according to their own value preferences.

Read a question. Write the choices on the board and call on six or eight students to give their rankings; first, second, and third choice. Any student may "pass" if he chooses. After the students respond, give your own rankings. Follow with a class discussion, with students explaining their choices and their reasons for the choices.

SAMPLE RANK ORDER QUESTIONS

The following sample questions apply to secondary students and adults:

1) Which of these would be most difficult for you to accept?

_____ the death of a parent
_____ the death of a spouse
_____ your own death

2) How would you break off a three year relationship with someone you have been dating steadily?

_____ by telephone
_____ by mail
_____ in person

3) Which would you prefer to give up if you had to?

_____ economic freedom
_____ religious freedom
_____ political freedom

4) If you needed help in your studies, who would you go to?

_____ your friend
_____ your teacher
_____ your parent

5) During a campus protest where would you most likely be found?

_____ in the midst of it
_____ gaping at it from across the street
_____ in the library minding your own nusiness

6) Which would you least like to be?

_____ a rifleman firing point blank at the charging enemy
_____ a bomber on a plane dropping napalm on an enemy village
_____ a helicopter pilot directing naval bombardment of enemy troops

PUBLIC INTERVIEW

This strategy gives a student the opportunity to affirm and explain his or her stand on various value issues. It is one of the most dramatic strategies

and one of the students' favorites. It's especially useful at the beginning of the year for helping students get acquainted on a personal basis. Keep the interviews brief--five to ten minutes at the most.

PROCEDURE:

Ask for volunteers who would like to be publicly interviewed about some of their beliefs, feelings and actions. The volunteers sit in the front of the room or at your desk. You move to the back of the room and ask your questions from there. Review the ground rules with the class. You can ask any question about any aspect of his life and values. If the student chooses to answer the question, he must answer honestly.

The student has the option of passing if he doesn't wish to answer one or more of the questions. The student can end the interview at any time by simply saying, "Thank you for the interview." At the end of the interview, the student can ask the teacher any of the same questions put to him.

SAMPLE INTERVIEW QUESTIONS

These suggestions are chosen from a large list of questions in *Values Clarification*. They serve as examples for general use with secondary students.

1) Do you watch much TV? How much?
2) What is your opinion on bussing?
3) Do you believe in God?
4) How do you feel about grades in school?
5) What did you do last night?
6) What do you think you will do about your parents when they get old?
7) What books have you read that you liked?
8) Would you bring up your children differently from the way you are being brought up? What would you change?
9) What would you consider your main interests in life?
10) Did you ever steal something? When? How come?

As you become adept at conducting the interview, you might suggest that the students select the topic they would like to be interviewed about.

TIME JOURNAL

Ask each student to keep a chart of one week's activities, a column for each day, and each day broken down into half-hour blocks. Ask students to record where time went for the week. Remind students that it is a personal record; you will not see it. Ask students to review the sheet at the end of the week with these questions in mind:

How much time did you spend doing what you value?
How much time did you spend doing what you didn't value? How did you waste time?
What gave you the truest gratification?
Were there inconsistencies between what you say you like to do and what you really do?
How would you spend a 25th hour in each day?

PROUD WHIP

Proud Whip provides a simple and rapid means for students to become aware of the degree to which they are proud of their beliefs and actions. The strategy will also encourage them to do more things in which they can take pride.

Emphasize that the type of pride called for is not boasting or bragging but the pride that means, "I feel really good about" or "I cherish" this aspect of my life. Be supportive of those who pass.

PROCEDURE:

Ask students to consider what they have to be proud of in relation to a specific area or issue. Whip around the room calling upon students in random order. Students respond with the words, "I'm proud of....." Any student may pass if he chooses.

SAMPLE QUESTIONS

1) What is something you are proud of that you can do on your own?
2) What is something you are proud of in relation to many?
3) What are you proud of that has to do with school?
4) What are you proud of about your gift-giving?
5) What is something you have written that you are proud of?
6) What are you proud of in relation to your family?
7) What is something you have done about the ecology issue that you're proud of?

URBAN STUDIES: VALUES: APPENDIX B: "Values Clarification Strategies," MEDIA & METHODS, pages 32-33, March 1973. Used with permission.

VALUES CLARIFICATION STRATEGIES

These examples are from the two books mentioned in the article. Values Clarification and Values and Teaching. They are offered to interest you in searching for further information and strategies for using valuing techniques in your teaching and your life. Try them on yourself, your family, and your friends.

TWENTY THINGS YOU LOVE TO DO

Students are asked to write the numbers 1 - 20 down the middle of a sheet of paper. The teacher then instructs students to make a list of 20 things in life they *love* to do. The teacher should draw up his own list as well. It's acceptable if students have less or more than 20 items.

When the lists are done, the teacher tells the students to use the left-hand side of their papers to code the lists in the following manner by placing:

a dollar sign ($) beside any item that costs more than $3.00 each time it is done. (Amount can vary.)
the letter A beside those items the student prefers to do alone.
a P next to those he prefers to do with other people and AP next to activities he enjoys doing equally alone or with other people.
a PL beside those items that require planning.
N5 beside those items which would not have been listed 5 years ago.
numbers 1 - 5 beside the 5 most important items.

The best loved should be numbered 1, the second best 2, and so on, the day and date last engaged in next to each item.

The list can be expanded to include other elements. One strategy can be repeated several times a year.

THE VALUES GRID

This strategy will illustrate that few of our beliefs or actions fit the seven requirements of the valuing process. The activity indicates steps to take to develop stronger and clearer values.

Construct and pass out, or ask students to construct, a values grid as shown below:

Issue	1	2	3	4	5	6	7

Now, with your students, name some general issues such as Vietnam, water pollution. population control, abortion, race relations, bussing, or any others.

The students list the issues on the lines under *issue*. Next to each general issue each student is to write a few key words that summarize for him his position on that issue.

The seven numbers in the columns on the right-hand side of the paper represent the following seven questions:

1. Put a dollar sign to the left of each item which requires an outlay of at least $5.00 before you could do it.

2. Place a "P" by each item which, for you, is more fun to do with people and

3. an "A" by each item which you prefer doing alone. (There is no right or wrong answer here. It is just important to know what you, personally, love and how you love it.)

4. Put a number "5" in front of any item which you think would not have been on your list if I had asked you to make one five years ago.

5. Put the number "65" in front of any item on your list which you will not be able to do, for any reason, after your retirement.

6. Think of someone you love. Place an "X" in front of every item you would want to appear on his or her list of "Love To Do's."

7. Place asterisks in front of the five items on your list which you love to do the very most.

8. Finally, for each item on your list, record the date when you did it last.

2. <u>"I Learned That I..." Statements</u>

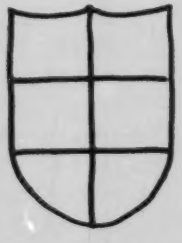
"I learned that I..." statements are simply sentences which go: "I learned that I..." or "I noticed that I..." or "I see that I..." or "I re-learned that I...".

After an exercise like "Twenty Things I Love To Do," each student is asked to look at his coded data in the way a natural scientist would. What can <u>he spot as trends, patterns, or threads? What does the data suggest? What has he learned about himself from the exercise?</u> The students state these discoveries aloud.

In the class I stress the importance of processing our lives and learning to make "I learned that I..." statements following many of our experiences. They need to be made after a very good party: "I learned that I enjoy parties more when I take the risk of talking to the people I most fear." They need to be made on the way out of a faculty meeting: "I learned that I ought to offer my group-process skills to the chairman in an effort to make these meetings more lively," etc.

It is when our own students take on the responsibility for their own "valuing" (making "I learned that I..." statements is part of that) that they begin to nourish <u>their</u> students' search for values.

3. The Coat of Arms



Provide students with a diagram of a shield like the one pictured here. It is to become their personal coat of arms. They are to make drawings (even as crude as stick figures) for five of the blocks. Only in the sixth one will they be allowed to use words. Remind the class that it is not an art exercise. The coat of arms is being done to examine some values and to generate more data for "I learned that I..." statements.

Here are some suggestions to help make up a lively personal coat of arms:

1. In the first section, draw a picture to represent one thing you are very, very good at, and one picture to represent something you are struggling to get better at. Thus in that block you will have two pictures.

2. In the second section, represent one value about which you would simply "never budge." It is a deep commitment.

3. In the third section, represent the material possession most significant to you.

4. In the fourth section, draw two pictures, one to represent your greatest achievement of the past year and the other to show your biggest setback, failure, or defeat.

5. For the fifth section, show what you would do with your life if you had one year to do whatever you wanted and would be guaranteed success in anything you undertook.

6. Finally, in the sixth section, place three words which you would like people to say about you if your life ended today.

These coats of arms are very tender things to share in small groups. They can also be taped to the wall, so that students can take each other on gallery walks to share their coats of arms.

4. The Baker's Dozen

Have each of your students list 13 electrical devices they use around their house or dorm. They will quickly list items like their stereo record players, TV sets, electric hair dryers, etc. Then have them draw a line through the two they could most easily live without. Next, draw a circle around the two which they could least easily live without.

A discussion following this little experience could get to the topic, "What can we actually do about the whole ecology issue?" One of the things we stress in value clarification is the need to make every effort to close the gap between what we say and what we do. For our values, we are willing to act. Unfortunately, much of our own education is based upon mere words. Not only that, most of our students have come through an education dominated by marks and grades, so that they come to believe that there is one "right answer." Life is more complicated than that, and what each of us needs instead is the tools for a lifetime of search.

Here are some other "Baker's Dozen" examples. (Again, the methodology is to elicit some data, then to look at it more closely.)

List the places where you spent the last 13 Saturday nights.

List the 13 most important things you think your own students should learn from you.

List the last 13 phonograph records you have bought.

List 13 strategies to avoid serious discipline problems.

List a baker's dozen of the least important things you ever learned in school.

Now direct your students to strike a line through the two items at the low end of the scale and circle the two they consider most important in each list.

5. A Quadrant of Opposites

Among the areas of confusion and conflict in many teachers' values, the area of friendship is often one of deep concern. Students worry about how "well-liked" they are. They wonder how often their phones should ring, and if they are outgrowing their old friends. The following strategy works in this realm:

Ask students to divide a sheet of paper into four quadrants. In the first quadrant, ask them to list 10 people they like to be with, friends with whom they like to spend time.

In the quadrant to the right, ask them to list 10 places they like to go, places in which they are happy to be--in short, their favorite places.

In the lower left-hand section, ask them to list five or more people with whom they don't like to spend time. In the lower right-hand section, they should list five or more places which tend to make them unhappy--places where they don't like to spend much time.

What we then have is some data on opposites: people we like to be with and people we don't like to be with, places at which we like to spend time and places we don't like. There are some clarifying questions for examining the data at greater depth. All value-clarifying exercises or strategies have three parts to them: 1) We elicit some value-type responses, 2) we accept the student's value statements in as non-judgmental a way as possible, and 3) we push the clarification a bit by looking at the data with some of the tools of value clarification.

For example, with the data elicited from the quadrant of opposites, we might ask some of the following questions:

What would happen if you took the 10 people you like to be with, one at a time, to the five places at which you don't like to spend time?

Would it ruin the places you like to be if you took the people you don't like to spend time with to those places?

What changes would you have to make in the places you don't like in order to make them places you do like? Is that feasible?

How often have you taken the people you like to be with to the places you like to be?

What needs to be done for the poeple in the lower left-hand quadrant if they are ever to be raised to the upper left-hand quadrant?

Can you make some "I Learned's" from this experiende?

6. The Values Sheet

Down through the years, one of the most important of all values strategies has been the values sheet. It is simply a very provocative statement, one that is read because it is often controversial and unique and lively. The example below fits those criteria:

Following the reading of the statement, the teacher-in-training is asked to write responses to several questions. We find that writing the answers demands a deeper kind of reflection than merely talking off the top of one's head. A quick look at the questions will show that they all have what we call a "you" component to them. They don't ask just for facts or information about the reading. They seek <u>your</u> response and <u>your</u> values about the issue. It could help you, the reader, if you would write your answers on the sample values sheet. It could clarify some important areas for you.

SAMPLE VALUES SHEET*

"WE'RE REALLY GETTING IT TOGETHER, MAN."

IT'S ALL A HASSLE, man. The Establishment is forever trying to jive you. Well, I'm through with being jived, with being hassled. I'm just going to stay here on this mountain, smoke a lot of dope, and really get myself together."

It's been five years since you've seen them. And now somehow you hear they've moved West and are close by. There is more to it than old friendship. More like kin they were.

* * *

WHEN TOMMY COMES through the door, he nods at you and goes right on by. It had been a while. He didn't recognize you. So you follow him, looking hard at him when he turns around. It finally dawns on him who you are. "How are you, man?" he smiles.

Then, without another word, he sits down at the console, pulls out a package of grass, and starts rolling joints. You look at him. He's wasted, gaunt; his eyes are kind of glazed-over remnants of faded blue. You finally get up to walk on. He is too spaced out.

He looks up, says, "You leaving? Come on back later and we'll rap." You say okay, but you have this feeling that you won't be doing that. Instead you drive to where he and Laura live. Has she changed that much?

When you get there, you find out she has. You really don't believe what you see. Where once before was this beautiful, exciting woman there's now a drab little sparrow, living in a house without heat or water or electricity. Her clothes are rags. Her face is drawn and tight. Her eyes scare you.

* * *

BUT AT LEAST she's really happy to see you. And wants to talk: "Did Tommy do that?" she said, when you tell her of the scene at the station. "Wow, well, he's probably on cocaine. He stays stoked up all the time.

"I mean it's really beautiful for him, though. He glides through it all really well. He really works when he's stoned on drugs no matter how heavy they are. I can't handle it as much as he does. Like we both drop a lot of acid, but it's gotten where I don't need to but maybe every six weeks."

You hear her but you don't believe her. And you look at the filth and poverty and you ask her why. "Yeah, we're down to the wire, all right. But that's just for now.

"We're really getting it together, man. I'm working with this great band and we're going to move to the city and Tommy's getting a job with this far-out station and..."

* * *

YOU LISTEN. You're hearing the same thing you had talked about five years before. The same dreams. Laura keeps talking, but it starts making less and less sense. She uses the teenybopper terms "funky" and "out of sight" over and over.

It's a gray day with snow clouds hanging low over this secluded mountain town. The flakes finally start falling as you go back to pick up Becky.

"This is going to be a really far-out party," she tells you. The party. Right. You'd forgotten.

She tells you where to drive, up the mountain, a dirt road that winds for eight miles. "Here's the place," she says, pointing to a wooden shack.

* * *

YOU GO INSIDE. Already there are 10 people, young men and women, dressed in rags and tatters. They're already stoned. You walk in but nobody makes any move to introduce you. Becky lights up a joint, pours herself some wine, and sits down on a bed in the corner of the two-room house.

You sit and watch, waiting for some kind of conversation to begin. You look at Becky but she's spaced out, staring at the coal oil lamp as it provides a faded yellow parchment setting in the shack.

"Really far-out grass," a girl mumbles. "Yeah, really super grass," somebody else says.

You sit in the corner for three hours watching them "get it together." Looking at them "finding out where it's at." Five years is a long time. It really is.

To Think and To Write on:

1. Make a "Here and Now Wheel" immediately after reading the above.
2. Do you find anything "pro-drug" in the story? What?
3. If the story is too antidrug for you, tell why.
4. This is the hard question. What, if any, are the implications for your own life to be found in this values sheet exercise?

* Values Sheet No. 124, "On Hassle, Getting it Together, and Drugs," University of Massachusetts, School of Education, Sidney B. Simon.

SUMMARY

I have argued that we need to bring into teacher education a concern for value clarification. It is only when teachers get their own values straightened out that they will be able to help their students some day sort out the confusion and conflict which surround all of us. The clarification of values contributes deeply to a person's sense of identity and self-worth. Values are vital in the search for answers to the question, "Who am I?" I want teachers willing to make that search. I want teachers who know who they are, who can name their names, who can stand up and be counted. Such teachers will have a set of values underpinning all that they do. They will know what is worth living for, and if need be, what is worth dying for.

INSTRUCTIONS TO THE GROUP

In this package are five envelopes, each of which contains pieces of cardboard for forming squares. When the trainer gives the signal to begin, the task of your group is to form five squares of equal size. The task will not be completed until each individual has before him a perfect square of the same size as that held by others.

Specific limitations are imposed upon your group during this exercise:

1. No member may speak
2. No member may ask another member for a card or in any way signal that another person is to give him a card
3. Members may, however, give cards to other members.

DIRECTIONS FOR MAKING A SET OF SQUARES

One set should be provided for each group of five persons. A set consists of five envelopes containing pieces of cardboard which have been cut into different patterns and, when properly arranged, will form five squares of equal size. To prepare a set, cut five cardboard squares of equal size, six by six inches. Place the squares in a row and mark them as below, penciling the letters a, b, c, and so on, lightly so that they can later be erased.

NASA

DECISION BY CONSENSUS

INSTRUCTIONS: This is an exercise in group decision-making. Your group is to employ the method of Group Consensus in reaching its decision. This means that the ranking for each of the 15 survival items must be agreed upon by each group member before it becomes a part of the group decision. Consensus is difficult to reach. Therefore, not every ranking will meet with everyone's complete approval. Try, as a group, to make each ranking one with which all group members can at least partially agree. Here are some guides to use in reaching consensus.

1. Avoid arguing for your own individual judgments. Approach the task on the basis of logic.

2. Avoid changing your mind only in order to reach agreement. Do not avoid conflict. Support only solutions with which you are able to agree at least somewhat.

3. Avoid conflict-reducing techniques such as majority vote, averaging, or trading in reaching decisions.

4. View differences of opinion as helpful rather than as a hindrance in decision-making.

Activity I

Lost on the Moon

Dec'sion Form

Instructions

You are in a space crew originally scheduled to rendezvous with a mother ship on the lighted surface of the moon. Due to mechanical difficulties, however, your ship was forced to land at a spot some 200 miles from the rendezvous point. During re-entry and landing, much of the equipment aboard was damaged, and since survival depends on reaching the mother ship, the most critical items available must be chosen for the 200-mile trip. Below are listed the 15 items left available and undamaged after landing. Your task is to rank order them in terms of their importance in allowing your crew to reach the rendezvous point. Place the number 1 by the most important item, the number 2 by the second most important, and so on through number 15, the least important.

_____ Box of matches

_____ Food Concentrate

_____ 50 feet of nylon rope

_____ Parachute silk

_____ Portable heating unit

_____ Two .45 calibre pistols

_____ One case dehydrated Pet Milk

_____ Two 100 lb. tanks of oxygen

_____ Stellar map (of the moon's constellation)

_____ Life raft

_____ Magnetic compass

_____ 5 gallons of water

_____ Signal flares

_____ First-aid kit containing injection needles

_____ Solar-powered FM receiver-transmitter

Lost on the Moon Exercise — Answers and Scoring

Box of matches	15
Food Concentrate	4
50 ft. nylon rope	6
Parachute silk	8
Portable heater unit	13
Two .45 cal. pistols	11
One case dehydr. milk	12
Two 100-lb. tanks oxygen	1
Stellar map (moon version)	3
Life raft	9
Magnetic Compasses	14
Five gallon of water	2
Signal flares	10
First-aid kit w/needles	7
Solar-powered radio	5

Answers in order:

1. Two 100-lb. tanks of oxygen
2. Five gallons of Water
3. Stellar map
4. Food Concentrate
5. Solar-powered FM transceiver
6. Fifty feet of nylon rope
7. First-aid kit with injection needles
8. Parachute silk
9. Life raft
10. Signal flares
11. Two .45 caliber pistols
12. One case dehydrated Pet milk
13. Portable heating unit
14. Magnetic Compass
15. Box of matches

Scoring:

Subtract your ranking number for each item from NASA's ranking number. Add these differences. Also do this for the groups' ranking list and compare individual prediction with the group prediction.

Example:

	Your Ranking	NASA's	Difference
Box of matches	8	15	7
Signal flares	14	10	4

Explanation:

These are the answers supplied by NASA scientists. The answers are split into groups--physical survival and traveling to the rendezvous.

The first two items are air and water, without which you cannot survive at all. After that comes the map for locating position and figuring out how to get to the rendezvous. Food comes next for it will provide strength for the trip. It is not so necessary for survival as air and water.

The astronauts need the FM transceiver to keep in touch with earth. In a vacuum, without an ionosphere, radio transmission travels only in line of sight and would be limited on the moon to destinations of approximately ten miles. On earth powerful receivers could pick up messages which would then be relayed to the mother ship. The next most necessary item would be rope for lunar mountain climbing and traversing crevasses on the trip. The next most essential item would be first aid equipment and supplies to treat injuries.

Explanation: (continued)

Parachute silk would offer excellent protection from sunlight and high temperatures.

The life raft can serve as a carryall for supplies (the moon's gravity permits astronauts to carry heavy loads, as a shelter, and as a possible stretcher for the injured. It also offers protection from micro-meteorite showers.

Flares cannot burn in a vacuum, but they, as well as the pistols, can be shot. Flares and guns would, therefore, be excellent propulsive devices for lifting astronauts over obstructions. The milk is heavy and relatively less valuable than other items.

On the moon <u>overheating</u> is a problem, not becoming cold; thus, the heating unit is useless.

The magnetic compass is useless without a map of the moon's magnetic field.

The box of matches is obviously the most useless item.

URBAN STUDIES: VALUES: APPENDIX C

THE FALLOUT SHELTER GAME

The world is about to be destroyed by nuclear weapons, and you, as a group, must decide who will carry on for civilization! You are a member of a committee which must decide which six people out of the ten who survive will live inside a fallout shelter for six months. There is enough food and water for six people only and no more! When the rest of the world has been destroyed, only these six people will remain. Select carefully the six people who are to survive. Think through what is at stake. Your entire group must agree with the selection - use consensus decision-making techniques.

1. Female - High school dropout, 4 months pregnant, 17 years old, poorly educated, not considered smart.
2. Male - 28-year old ex-policeman, who was thrown off the police force for brutality.
3. Female - Medical doctor, cannot have any children.
4. Male - Religious leader, 75 years old.
5. Male - Architect, 31 years old, ex-convict; went to jail for selling and using narcotics.
6. Male - law student, married, 25 years old,---won't go into shelter without his wife.
7. Female - 25 years old, has fatal disease that would be inherited by her children. She will live only 1 year; married to the law student.
8. Female - Retired casino owner, 37 years old, wealthy, in good health.
9. Male - Black Militant, 25 years old, no particular skills.
10. Male - 45 years old, violinist, artistic and creative, more interested in art than people.

URBAN STUDIES: YOU AND THE FAMILY

Goals:

This unit's primary goals are to help the student understand himself and family roles and structures and to clarify his values concerning some difficult problems of adolescence.

The student knows about several types of marriage and family patterns.

He describes four different types of family structures common among men.

He understands the functions of families in society.

He analyzes the roles of each of the family members and recognizes that each person assumes many and changing roles in a family.

He recognizes the difficulties a person may experience with his individual identity when he becomes a partner in a marriage.

He strives to understand parental attitudes toward young people, and he analyzes the sources of and reasons for these attitudes.

He realistically appraises the cost of establishing and maintaining a marriage and of rearing children.

He becomes aware of the problems created by an unwanted pregnancy and of information about prevention of pregnancy.

He knows of the problems created by venereal disease and about the prevention and cure of such communicable diseases.

He analyzes the many ramifications, particularly social, of drug abuse.

Code:	Materials:
MGM	MAN AS GROUP MEMBER. Harcourt, Brace, Jovanovich, Inc., 1972. Students, ASG
DS	THE DRUG SCENE, Walter L. Way. INQUIRY INTO CRUCIAL AMERICAN PROBLEMS. Prentice-Hall, Inc., 1970. Students, AS
TASX	TEEN-AGERS AND SEX, INQUIRY INTO CRUCIAL AMERICAN PROBLEMS. Prentice-Hall, Inc., 1970. Students, AS
SHS	SOCIOLOGY FOR HIGH SCHOOL, S. H. Sankowsky, Oxford Book Co., 1971. 1 per teacher.
SSM	SENIOR SCHOLASTIC MAGAZINE, AS
S	SEARCH, G

Time: This unit may be given in 10 weeks, or it may be shortened by selection of objectives to whatever length fits the class's design for the course.

Note: *The teacher, the students, or the students and teacher together may select from the objectives given those which are important to them. They may add other salient objectives.*

GOALS AND CONTENT	SUGGESTED MATERIALS AND ACTIVITIES
I. The student knows that many kinds of marriage exist and that these styles vary among cultures and within any given culture. He recognizes reasons for marriage.	
A. The student knows which kinds of marriage are recognized by law in the United States. He knows that:	
Marriages between a man and a woman of the ages established by state law are legal in the United States.	Teacher: SOCIOLOGY FOR HIGH SCHOOL, pp. 152 to 170. MGM: 6, 14-15, 18, 21, 24, 30, 51. Activity: Discuss the legal age for marriage in the State of Missouri. Discuss other laws of Missouri that pertain to marriage.
B. The student realizes that there are some forms of "marriage" practiced in the United States that are not recognized by law nor accepted by society. He knows that:	Teacher: SOCIOLOGY FOR HIGH SCHOOL, pp. 166-167.
1. Common law marriages, contracted by mutual agreement, vary in their legal status from state to state.	
2. Polygamous marriages are not practiced often in most of the United States.	Discuss polygamous marriages among the early Mormons in the U. S. and in other cultures such as Arabian and Eskimo, and analyse the social reasons such families are practical in these cultures.
3. Group marriage is not legal in the United States although it is being considered as an alternative by a few communal living-oriented groups.	
4. Homosexual "marriage" is neither recognized nor accepted in the United States.	
II. The student understands various kinds of family organization.	MAN AS A GROUP MEMBER, pp. 6, 10, 24, 14-15.
A. He knows the characteristics of the nuclear family.	

GOALS AND CONTENT	SUGGESTED MATERIALS AND ACTIVITIES
B. He knows the characteristics of the matriarchial or patriarchial family. He discusses possible differences between them.	Role Playing: Students may act out problems that a single-parent home encounters.
C. He knows the characteristics of the communal family.	MGM, pp. 8, 9-13, 19, 33-37, 77.
D. He knows the characteristics of the extended family.	Activity: Select students to set up a role-playing situation where there are many parents and children living together communally, showing authority structures and problems and exploring costs.
III. The student analyzes the various functions of the family in society and in the life of an individual.	
A. He recognizes that the family serves to preserve and transmit tradition, linking the past with the present, preserving the heritage for the future.	MAN AS A GROUP MEMBER, pp. 18-20, 6, 8, 10-15, 22, 42, 46-47, 76.
B. He understands the family as an economic unit and as part of the economics of his culture.	MGM, p. 18.
C. He explores the role of the family as the basic unit of society.	MGM, pp. 46-49 or Chapter 2.
D. The student considers ways in which the family provides an individual with psychological and physical security.	
IV. The student analyzes the roles and recognizes the constantly changing nature of the roles of various family members.	MAN AS A GROUP MEMBER, Chapter 2.

GOALS AND CONTENT	SUGGESTED MATERIALS AND ACTIVITIES
A. The student analyzes the roles in the family of: 1. Parents 2. Children 3. Grandparents 4. In-laws 5. Husband and wife 6. Others, such as aunts, cousins,	Film: WALK IN THEIR SHOES. Role Playing: Students divide into various groups representing different families. Each student plays a member of the family. Each student should play several roles, taking part in different skits, so that he can experience the problems and relationships peculiar to several roles.
B. The student knows that one individual takes many roles in his family, for he relates to many people. He is, for example, a child, a sibling, a cousin, perhaps an uncle.	MGM, pp. 49 - 54. MGM, pp. 44 - 49.
C. The student recognizes that each individual's role within a family changes and shifts as the family changes and as he participates in establishing a new family.	
V. The student considers the many kinds of conflicts which inevitably arise within any family. He considers possible solutions to some of these problems.	
A. The student analyzes the causes of such family problems as: 1. Those created by each individual's need for identity as a man or a woman, a male or a female.	MGM, pp. 54 - 74 (Chapter 2). Writing Activity: Students write out a description of their idea of the role in a marriage of a person of their own sex. They discuss the authority role and the tasks they think such a person should assume. Then they exchange their

GOALS AND CONTENT	SUGGESTED MATERIALS AND ACTIVITIES
	composition with a classmate of the opposite sex and discuss their views.
2. Those created by economic needs, pressures, and values.	Class Activity: The class as a whole completes a weekly or monthly expenditure plan for a family. Given a set income, let the class members discuss priorities, necessities, luxuries. The value of the activity lies in the exploration of differences.
3. Those caused by lack of communication.	Film: IS IT ALWAYS RIGHT TO BE RIGHT?
4. Those caused by differences in intelligence and/or interests.	Activity: Students find articles in magazine or in newspapers about divorce. They discuss the author's views and analyze his solutions.
5. Those caused by outside pressures, such as jobs.	
6. Those caused by children and differences of opinion about rearing them.	MAN AS A GROUP MEMBER.
B. The student proposes solutions to family problems. He discusses some of the common solutions and analyzes them. He considers:	
1. Improvement in family relationships through personal growth of family members.	
2. Separation of conflicting persons, as effected by the runaway child, separated parents, and divorced persons.	Mock Trial: Parents suing for divorce.
VI. The students analyze problems common today among teenagers.	MAN AS A GROUP MEMBER.
A. He considers the causes and effects of conflict between parents and their teenaged children. He thinks about:	
1. The problems caused by overly strict and overly permissive parents.	

GOALS AND CONTENT	SUGGESTED MATERIALS AND ACTIVITIES
2. Problems caused by a conflict between the goals of parents for their children and the children's goals for themselves.	Role Playing: Students act out a "play-off" situation between a child and his parents. They try various resolutions of the problem.
3. Problems caused when children successfully play their parents off against one another.	
B. He analyzes the conflicts caused by economic goals and pressures. He considers:	
1. The value of dependence and the tension created in the teen years by a young person's need to begin to pull away from the family and his desire to remain dependent.	
2. The relative value of working and of social participation as a volunteer.	
C. The student attempts to clarify his values concerning sex and sexual relationships. He considers:	TEENAGERS AND SEX.
1. The tensions created when the values of parents and the peer group differ in regard to sex.	Film: CAN A PARENT BE HUMAN?
2. The many kinds of agencies offering help to young people with problems related to sexual behavior; he is aware of:	Film: IVAN AND HIS FATHER.
(See list on page 51.)	Film: GOODBYE LYNN.
	SFS: YOUNG AND PREGNANT.
	SFS: HUMAN REPRODUCTION.
D. The student attempts to clarify his values concerning drug abuse. He recognizes drug abuse as a social problem. He considers:	Speaker: Contact Robert Kohmescher, St. Louis City Health Department, on the services of the Health Clinics
1. Behavioral changes caused by drug abuse.	
2. Legal penalties for possession and dealing.	

GOALS AND CONTENT	SUGGESTED MATERIALS AND ACTIVITIES
3. Special pressures on the individual to decide about drugs.	Film: WEED THE DRUG SCENE (AS) See the list on page 51 of agencies and services available as a source of speakers or information or help.

URBAN STUDIES: YOU AND THE FAMILY

COUNSELING SERVICES AVAILABLE TO YOUNG PEOPLE:

General Problems:

The family physician	
The family minister, pastor, priest or religious leader	
School Administrator or Counselor or Advisor	
Youth Counseling Service	361-2114
Youth Line	946-7600 or 723-7666
YMCA	436-4100 or the branch nearest you
YWCA	421-2748 or the branch nearest you
Family and Childrens' Service	832-4550
Health Education Services, Missouri Division of Health	

Drug Counseling:

NASCO	
Acid Rescue	645-2900
Alcohol and Drug Dependence	921-6440
National Heroin Hotline	1-800-368-5363
Youth Emergency Service	993-2292

Family Planning:

Family Planning Information Center	647-2188
Birthright Counseling	862-5141
Problem Pregnancy Counseling	647-5280
Planned Parenthood Association	361-6360

Venereal Disease Control:

V.D. Referral	645-8355
V.D. Control, St. Louis City Health Department Clinics	453-3523

Legal Aid:

Legal Aid Society	652-9581
American Civil Liberties Union	534-1246

Note: Teachers may use this information to assist students who ask for advice.

Additional Source of Materials on:

- Alcoholism
- Mental Health
- Drugs
- Tobacco
- Venereal diseases

Write: Attention: Mr. P. F. Rector,
Director
Health Education Services
Missouri Division of Health
Jefferson City, Missouri 65101

GOALS AND CONTENT - CLASS	SUGGESTED ACTIVITIES AND MATERIALS
The objectives which the class wishes to pursue may be added or substituted for any in the outline.	

URBAN STUDIES: MINORITIES, U.S.A.

Goals:

The student makes an effort to understand the problems experienced by members of all minority groups--discrimination, pressures, frustration--within the framework of his maturity.

The student becomes aware that at times each person finds himself a member of a minority group, but he does not necessarily experience the unpleasant attitudes of the majority group.

A desirable outcome of the component would be that the student begins to experience a change in his attitudes and becomes aware of the problems faced by members of groups different from his own.

Code:	Materials:
SSM	SENIOR SCHOLASTIC MAGAZINE, A.S.
MUSA	MINORITIES, USA, Finkelstein, Sandifer, and Wright. Globe Book Co., Inc., 1971. Students, ASG.
IA	INEQUALITY IN AMERICA: A SOCIOLOGICAL PERSPECTIVE, M. H. Engel. Thomas Y. Crowell Co., Inc., 1971. Students, AS.
MOS	MINORITIES IN OUR SOCIETY, Oxford Spectrum Series. L. B. Irwin. Oxford Book Co., 1972. Teacher, ASG.
AWT	AMERICAN WOMAN TODAY, E. M. Gould. Prentice-Hall, Inc., 1972. Teacher, ASG.
MUSAT	MINORITIES, U.S.A., TEACHER"S GUIDE. Globe Book Co., Inc., 1971. Teacher, ASG.
S	SEARCH, G.

Time: This component is designed for a 10-week time period. It may also be shortened by the selection of specific objectives and taught in briefer form or as part of a continuous course.

Note: *The teacher, the students, or the students and teacher together may select from the objectives given those which they consider important. They may add other salient objectives.*

GOALS AND CONTENT	SUGGESTED ACTIVITIES AND MATERIALS
"Everyone of us is a member of the majority or the minority, or both, in different places at different times, under different circumstances." (Understanding Our Government, Bruntz and Edgerton. Ginn and Co., 1971, p. 14.)	
"in our society virtually everyone belongs to one or more minorities, and ··· therefore virtually everyone has a direct personal stake in the development of more humane, civilized, and rational attitudes in the area." (Minorities in Our Society, L. B. Irwin. Oxford Book Co., 1972, p. v.)	
I. The student expands his awareness of the minorities in the U.S.A.	Activity: The students study the vocabulary below and discuss the semantic implications of the words:
A. The student knows what a minority group is. He can define minority group.	prejudice, minority, discrimination, race, ethnic, social class, WASP, stereotype, scapegoat, ghetto, majority, poverty, integration, segregation, de facto, de jure, melting pot, anti-semitism, socio-economic, immigrant, separatism, Women's Lib.
B. The student identifies seven different kinds of minority groups that exist in the United States today.	IA, Chapter 2 Activities: 1. Students make a series of posters, pictures, and models or maps representative of the minority groups they will study. 2. Students discuss why there are so many minority groups in the United States today. 3. They discuss why the treatment of minorities is an important problem in the country today.

GOALS AND CONTENT	SUGGESTED ACTIVITIES AND MATERIALS
1. Racial minority groups	IA, pp. 49 - 79. IA, pp. 80 - 127, 253 - 270.
2. Ethnic minority groups	MUSA, pp. 1 - 215. MINORITIES HAVE MADE AMERICA GREAT, SETS I and II SFS - Negroes, Part I SFS - Negroes, Part II SFS - Jews SFS - Italians SFS - Germans SFS - Irish SFS - American Indians, Part I SFS - American Indians, Part II SFS - Puerto Ricans, Part I SFS - Puerto Ricans, Part II SFS - Orientals SFS - Mexican-Americans
3. Religious minority groups	IA, pp. 128 - 155, 259 - 267. Activities: 4. Discussion or debate topic: In general, religious prejudices in the United States have been overcome more effectively than have either racial or ethnic prejudices. a. Give evidence to show that this statement is correct or present evidence to prove that it is incorrect. b. Determine which sets of evidence are the most conclusive.

GOALS AND CONTENT	SUGGESTED ACTIVITIES AND MATERIALS
	5. Students survey their own neighborhoods and list the many different minority groups that live there. They list minority groups of various kinds, not just racial groups. MUSA, pp. 216 - 267.
4. Economic minority groups	IA, pp. 156 - 184, 295 - 297. MUSA, pp. 306 - 333. 6. In the opinion of sociologists, why are people poor? In the view of the stereotyped responder, why are people poor? Students discuss. 7. Students discuss the importance of each of the following to the attack on poverty. They give reasons for their views: a. Better schools b. Guaranteed minimum income c. Ending discrimination and segregation 8. Students discuss "Can poverty be ended in the United States?" "What are the principle causes of poverty? "What is your community doing to end poverty?" IA, pp. 185 - 210.
5. Age minority groups	9. Students discuss the specific forms of discrimination they have faced because of their age. In what activities did they suffer the greatest sense of inequality?

GOALS AND CONTENT	SUGGESTED ACTIVITIES AND MATERIALS
	10. Students in the class ask their parents what they did when they were teenagers that marked them as different from adults. They compare the answers in class the following day and compare the peer-group mores of students to those of their parents.
6. Sex minority groups	Teacher: AWT
	11. Students take a written poll of the class (no names) on the question, "Which would you rather be, a man or a woman?" Tabulate the results. Did the answers correspond exactly to the percentages of boys and girls in the class? If not, discuss possible reasons for the discrepancies.
	12. Students poll the class on the following questions: a. Do you think our society discriminates against women? b. Do children need a "full-time" mother? c. Should a husband make the major decisions for a family? d. Do you think women should be drafted into the armed forces? e. Do you believe women are poor job risks emotionally and biologically? f. Is a college education more important to a boy than to a girl?

GOALS AND CONTENT	SUGGESTED ACTIVITIES AND MATERIALS
	g. Do you believe men should share in the housework? h. Should women who are divorced receive alimony? Men? i. Would you vote for a woman president of the United States? Tabulate results for boys and girls separately and compare the responses of boys and girls. On which points do most students agree? Least? Group responses to indicate areas of greater or lesser agreement (economic, social, domestic, political). What conclusions can the class draw from its study?
7. Political minority groups	MUSA, pp. 334 - 388.
C. The student examines various attitudes taken toward minorities. He analyzes the reasons for these attitudes.	MUSA, See Index
1. Prejudice	IA, See Index
	14. Class finds three examples of prejudice drawn from comments students have heard in their homes, neighborhoods, or schools. Have students' parents passed their prejudices on to them? (Almost everyone is prejudiced to some degree against some group.) Discuss in what ways the class members are prejudiced. Students survey the prejudices their classmates hold and of which they are aware. (Use a short, anonymous questionnaire.) Students describe some of the stereotypes which can be identified in the results.

GOALS AND CONTENT	SUGGESTED ACTIVITIES AND MATERIALS
	15. The class lists some of the derogatory terms used to describe members of various minority groups. Students explore the idea that there may or may not be a basis in fact for them, or for some of them.
	Film: THE PREJUDICE
2. Stereotyping	16. Students collect magazine advertisements and list television commercials which have stereotypes in them. They discuss these stereotypes.
	17. The teacher presents a list of Americans who represent stereotypes and ask students to write a few sentences to describe them.
a. Oversimplification	18. Students list and discuss what they may or may not know about an individual if they know only that he is a member of a particular minority group. They discuss their assumptions.
b. Exaggeration	19. Students name several current television dramas, films, or series which others may have seen and which convey stereotyped images of a minority group (Blacks, Jews, Italians, Irish, poor people, teenagers, etc.). Students describe the ways in which the group is characterized and discuss "If you are a member of the group depicted, do you feel that the characterization is accurate or inaccurate? In what ways? Is a stereotype possible?"
c. Distortion	20. The class discusses films or television dramas which depict "WASPS." They describe the characters and their fictional lives and the ways they are characterized. If students are members

GOALS AND CONTENT	SUGGESTED ACTIVITIES AND MATERIALS
	of the dominant group, they discuss how they react to the images presented, whether or not the images are accurate (why or why not?).
	21. The class draws up a list of stereotypes of each of the different ethnic groups in the community, including the WASP groups. The classmates work together on the stereotypes. They discuss their degrees of fairness and accuracy.
	22. Class activity: "You are at an airport. Only one American is among the passengers getting off the plane which has just landed. You must find him without speaking to anyone. What signs would you use to help you spot him?
3. Discrimination	23. Students list and discuss typical instances of discrimination.
	24. Students may report on the various forms of discrimination that still exist in their own community.
4. Violence	25. Students work in teams to find out what discriminatory law and agreements are at work in the community in housing, jobs, restaurants, educational facilities, etc.
5. Scapegoating	26. The teacher discusses with students the minorities they feel have been most severely persecuted in the past, at this time.
D. The student studies paths to effective changes which will improve the status and the treatment of minorities.	27. Students project ideas about what might be done to help improve the lot of minority groups.
	IA, pp. 211 - 230.

GOALS AND CONTENT	SUGGESTED ACTIVITIES AND MATERIALS
1. Education 2. Exposing racial agitators and "hate groups." 3. Use of law a. Housing b. Education c. Employment	28. Students discuss what they think they can do personally to help improve the situation. 29. Students discuss: "If you had to find one way to change your parents' attitude toward a new friend, who was a member of a minority group disapproved of by your parents, what would you do? Do you think your tactics would work? Why, why not?" 30. The teacher asks students if they have had any contact with the local or state police. He asks them what attitudes they think the police have toward them. Students discuss their attitudes toward the police. (See Law and Justice.) 31. The class invites a police community-relations speaker to address them and to answer questions. (The police officer based at the school would probably be happy to serve in this way.) 32. The class divides into groups, each representing one minority discussed in this unit for panel discussion involving each group. Selected representative of each group should discuss the problems they have faced, what they have done to overcome them, what the government has done in recent years to help them, and what still remains to be done. 33. When the panel has finished its presentation, the class should draw up a program of action stating: 1. The role of the individual student

GOALS AND CONTENT	SUGGESTED ACTIVITIES AND MATERIALS
	2. The task facing the community 3. The job ahead for the federal and state governments.
4. The social-action approaches a. Organizations	34. Students do research projects on selected topics from the following list: 1. Civil Rights Acts of 1964 and 1968 2. The Nineteenth Amendment to the Constitution 3. Brown vs. Topeka Board of Education 4. The N.A.A.C.P. 5. The Urban League 6. C.O.R.E. 7. S.C.L.C. 8. The Black Muslims 9. The Black Panthers 10. S.N.C.C.
b. Political involvement	35. Students report to their classmates on their findings. The class studies the work of a particular anti-discrimination agency. Invite its local leader or a representative to speak to the class or to combined Urban Studies classes.

GOALS AND CONTENT	SUGGESTED ACTIVITIES AND MATERIALS
THE CLASS MAY ELECT TO STUDY PARTICULAR MINORITY GROUPS. FOR EACH OR ANY GROUP TO BE STUDIED, THE FOLLOWING OUTLINE MIGHT BE USEFUL:	36. Students might prepare reports on individuals who have played prominent roles in the civil rights fights of: 1. Black Americans 2. American Indians 3. Mexican Americans Film: THE NEW MOOD Film: NON-VIOLENT PROTEST Film: A TRIBUTE TO MALCOLM X Film: NOW IS THE TIME Film: I'M A MAN Film: BLACK & WHITE UPTIGHT Film: THEY BEAT THE ODDS Film: THE PREJUDICE FILM Film: THE CITIES: A DILEMMA IN BLACK & WHITE PARTS 1 & 2 TEXTS: Each has materials on specific minority groups. MINORITIES, U.S.A. MUSA INEQUALITY IN AMERICA IA

GOALS AND CONTENT	SUGGESTED ACTIVITIES AND MATERIALS
II. The student examines the problems and considers many possible solutions to the problems faced by: Black Americans, American Indians, Mexican Americans, Puerto Ricans, etc. A. The student studies the problems faced by members of the group. 1. Prejudice 2. Stereotyping a. Oversimplification b. Exaggeration c. Distortion	MINORITIES HAVE MADE AMERICA GREAT, SETS I and II SFS: 2565J - Negroes, Part I SFS: 2565J-1 - Negroes, Part II SFS 2565J-6 - American Indians, Part I SFS 2565J-7 - American Indians, Part II SFS 2565J-8 - Puerto Ricans, Part I SFS 2565J-9 - Puerto Ricans, Part II SFS 2565J-11 - Mexican Americans NOTE: If class chooses to study Ethnic minorities, see other SFS in series, listed on page 1. Activity: 37. Students make a collection of magazine advertisements and a list of television commercials which have Blacks (or members of groups under study) in them. Analyze the following elements: a. What companies and products are involved? b. What types of situations and people are portrayed? c. What stereotypes are presented? d. What old stereotypes are altered or destroyed? e. What do you think Blacks now appear so frequently in advertising?

GOALS AND CONTENT	SUGGESTED ACTIVITIES AND MATERIALS
3. Discrimination a. Education b. Employment c. Housing d. Law enforcement 4. Violence B. The student analyzes paths to effective change and improvement in the situation of members of the minority group. He thinks creatively about possible future paths to equality in the United States. 1. Education 2. Exposing racial agitators and "hate groups" 3. Use of laws a. Housing b. Education c. Employment 4. Social action approaches a. Organizations b. Political involvement	NOTE: This activity is suitable for any group to be studied. Activities: The following activities would be particularly suitable for a study of the group named: BLACKS: 6, 26 Also: 1, 2, 3, 7, 14, 16, 17, 24, 31, 32, 33, 34, 35, 36 AMERICAN INDIANS: 25 Also: 1, 2, 3, 7, 14, 16, 17, 24, 31, 32, 33, 36, 37. Film: MINORITIES FROM AFRICA, ASIA, AND AMERICAS Film: THE IMMIGRANT EXPERIENCE: THE LONG, LONG, JOURNEY Activities: 38. Discussion topic: In what ways were the pressures for settling new land responsible for the ill-treatment of the American Indians by the settlers and the military? 39. For any group studied: Student consults suitable reference books and summarizes the contributions of one of the minority groups studied to a particular field, such as to science or sports or business. He prepares a brief report to present to the class.

GOALS AND CONTENT	SUGGESTED ACTIVITIES AND MATERIALS
	Should he discover (he probably will) that such a summary is not possible in a short time, he should prepare a report on the contributions of an outstanding individual who interests him.
III. The student examines the problems and considers many possible solutions to the problems faced by members of a particular religious group. NOTE: The class may use the outline previously suggested, or any part of it, or may create its own plan for study.	Activities: The following activities are particularly suitable for depth study of religious minorities: 4 Also: 3, 13, 15, 18, 20, 24, 26, 27, 29
IV. The student examines the problems and considers possible solutions to the problems faced by poor people.	Activities: The following activities are particularly suitable for depth study of poor people: 6, 7, 8, 23, 24, 25, 26, 27
V. The student examines the problems and considers possible solutions to the problems faced by persons who are members of a minority group by virtue of their age, sex, or political opinions.	Activities: These activities are suitable to a depth study of: Age: 9, 10, 13, 14, 18, 24, 25, 26, 27 Sex: 11, 12, 13, 14, 18, 24, 25, 26, 27 Politics: 13, 14, 36 TEACHER RESOURCE: AMERICAN WOMAN TODAY

GOALS AND CONTENT - CLASS	SUGGESTED ACTIVITIES AND MATERIALS
The objectives which the class wishes to pursue may be added or substituted for any in the outline.	

URBAN STUDIES: EMPLOYMENT AND CAREERS

Goals:

The student overviews the vast scope and variety of jobs that need to be done and the value of each to society. He thinks carefully about choosing the right temporary job and about future career decisions.

The student learns about kinds of part-time jobs in which he can earn money after school, on weekends, and during vacation.

The student knows some ways he can learn how to get a job.

The student studies ways he may prepare himself through specific training to do different kinds of work.

Code:	Materials:
SSM	SENIOR SCHOLASTIC MAGAZINE, A. S.
HFAJ	HOW TO FIND AND APPLY FOR A JOB, Kelly and Walters. South-Western Publishing Co., 1960. Students, ASG
JYW	THE JOB YOU WANT, Andres. McGraw-Hill Book Co., 1968. 3 per teacher.
FYJW	FINDING YOUR JOB WORKBOOK, Granbeck, Finney Company, 1966. Students
GJ	GETTING A JOB, Randall. Fearon Publishers, 1967. Students
PC:GJ	PEOPLE AND THE CITY, GETTING JOBS. Cuban and Dunlop. Scott Foresman and Co., 1972.
JYG	THE JOBS YOU GET. Turner and Livingston. Folett Publishing Co., 1962.
FYJ1-5	FINDING YOUR JOB, Finney Company, 1969. Teacher JOB LISTS, Vol. 1 JOB LISTS, Vol. 3 JOB LISTS, Vol. 5 JOB LISTS, Vol. 2 JOB LISTS, Vol. 4
S	SEARCH, G

Time: This component is designed for a 10-week time period. It may also be shortened by the selection of specific objectives and taught in briefer form or as part of a continuous course.

Note: *The teacher, the students, or the students and teacher together may select from the objectives given those which they consider important. They may also add other salient objectives.*

GOALS AND CONTENT	SUGGESTED ACTIVITIES AND MATERIALS
I. The student realizes that work is necessary to the individual and to society. A. He knows that work is a necessary and a valuable part of living. B. He realizes that all jobs are important. C. He recognizes that society is possible only if many people do many different things. D. He decides that what he does is not so important as the spirit in which he does it. II. The student analyzes what is involved in preparing for and selecting a job. A. The student learns how to go about finding a temporary job. 1. He becomes adept at locating temporary job information.	THE JOB YOU WANT, "Americans at Work," p. 1. GETTING A JOB, "Everybody Works," p. 7. PEOPLE AND THE CITY, GETTING JOBS, "Little Big Business," p. 23. FINDING YOUR JOB WORKBOOK, "Good Things About This Job," p. 37. "Bad Things About this Job," p. 39. Activity: Students dramatize what would happen if no one worked. SFS - CAREER DECISIONS: FINDING, GETTING, KEEPING A JOB SFS - CAREER MOTIVATION SERIES SFS - JOB HUNTING: WHERE TO BEGIN Film: APTITUDES AND OCCUPATIONS (2nd Ed.) FINDING YOUR JOB, Vols. 1-5. Teacher Resource FYJW, "What's Ahead?" p. 41. Film: PATHWAY TO CRAFTSMANSHIP (relates directly to boys considering building trades.) Film: MODELING CAREERS (for girls--may present problems in holding attention of boys. JOB OPPORTUNITIES NOW SERIES SFS - ACHIEVING SUCCESS IN THE WORLD OF JOBS

GOALS AND CONTENT	SUGGESTED ACTIVITIES AND MATERIALS
a. School guidance counselors as an employment agency aide.	SFS - REQUIREMENTS IN THE WORLD OF JOBS SFS - JOB OPPORTUNITIES IN A DEPARTMENT STORE SFS - JOB OPPORTUNITIES IN A HOSPITAL SFS - JOB OPPORTUNITIES IN A RESTAURANT SFS - JOB OPPORTUNITIES IN A SUPERMARKET HOW TO FIND AND APPLY FOR A JOB. "Discovering Your Opportunities," p. 18. THE JOB YOU WANT, "Finding the Job Opening," p. 49 FYJW, "Ways to Get This Job" p. 51. GETTING A JOB, "Finding a Job," p. 22. THE JOBS YOU GET, "Bowling Date," p. 2. Activity: Have students prepare a job opportunities handbook. FINDING YOUR JOB WORKBOOK, "Helpful Subjects in School," p. 45 and "Things to Do at School," p. 47. THE JOB YOU GET, "Beeline," p. 4 and"Congratulations," p. 22. Activity #3 STUDENT WORK SHEETS A. What's My Line? B. A Multiguide to Who's You. C. Locating Occupational Information
b. Relatives and friends	

GOAL AND CONTENT	SUGGESTED ACTIVITIES AND MATERIALS
	JY6, "Miserable," p. 18. "The Bargain," p. 20.
c. Social and religious organizations	"Help Wanted," p. 30. "The Winner," p. 32.
d. Advertisements and other printed material	"Groups to Join," p. 43. "Helpful Subjects in School," p. 45.
2. He recognizes various job considerations.	SFS - CAREER DECISIONS: FINDING, GETTING AND KEEPING A JOB SERIES SFS - WHO ARE YOU? Foundations for Occupational Planning Series THE JOB YOU WANT, "You and Your Job Choice," p. 20. FYJW, "What Job Do You Want?" p. 3. "Finding Your Job," p. 4. "The Kind of Job This Is," p. 5. PEOPLE AND THE CITY, GETTING JOBS, "Harry Palmer" p. 35. "Automation," p. 44. GETTING A JOB, "Jobs You Could Get," p. 12. THE JOBS YOU GET, "Too Late," p. 26. "Downhearted," p. 28.
3. He thinks about such job considerations as:	
a. Availability	Activity: Students look in want ads for a job they would be interested in. They discuss what qualifications the job requires. FINDING YOUR JOB WORKBOOK, "How the Job Got Its Start," p. 17.

GOAL AND CONTENT	SUGGESTED ACTIVITIES AND MATERIALS
	PC:GJ: "Down and Out on Route 128," p. 41.
b. Education	FYJW: "Schooling Needs," p. 33.
c. Skills	
d. Legal restrictions	
e. Salaries	
f. Fringe benefits	FYJW: "What This Job Pays," p. 5.
B. The student learns how to go about finding a permanent job.	THE JOB YOU WANT, "Finding a Job Opening," p. 49
1. He becomes adept at locating permanent job information. He uses:	HOW TO FIND AND APPLY FOR A JOB, "Discovering Your Opportunities," p. 18.
	FINDING YOUR JOB WORKBOOK, "Ways to Get This Job," p. 51.
	GETTING A JOB, "Finding a Job," p. 22.
a. School guidance counselors as program advisors	FYJW: "Helpful Subjects in School," p. 45. "Things to Do at School," p. 47.
	PEOPLE AND THE CITY: GETTING JOBS, "Reens" p. 28.
	THE JOBS YOU GET, "Congratulations," p. 11.
b. Relatives and friends (union employment, job contacts)	GJ: "First Dash," p. 8. "Miserable," p. 18 "The Bargain," p. 20.
c. Employment agencies.	PC:GJ: "The Employment Agency," p. 17.
(1) Public	GJ: "The Promise," p. 6.

GOALS AND CONTENT	SUGGESTED ACTIVITIES AND MATERIALS
(2) Private	Activity: Students look up employment agencies in the "Yellow Pages" telephone book and as a class prepare a list of these. A few students check on their services and report to the class.
d. Career schools	Students look up career schools in the "Yellow Pages." A few call to find out their entrance requirements, services, and tuition.
e. Advertisements	THE JOBS YOU GET, "Help Wanted," p. 30. "The Winner," p. 32.
(1) Newspapers	
(2) Professional journals	
2. He studies the many job considerations involved in preparing for and choosing a permanent career.	THE JOB YOU WANT, "You and Your Job Choice," p. 20.
He considers:	FINDING YOUR JOB WORKBOOK, "What Kind of Job Do You Want? p. 3. "Finding Your Job," p. 4. "The Kind of Job This Is," p. 5. "Money Needed Before Starting Work," p. 35.
	GETTING A JOB, "Jobs You Could Get," p. 12.
	JYG. "Too late," p. 26. "Downhearted," p. 28.
a. Availability of the job	FYJW: "How the Job Got Its Start," p. 17, "Groups to Join," p. 43.
(1) Transportation	
(2) Saturation of the field	PEOPLE AND THE CITY: GETTING JOBS, "Down and Out on Route 128," p. 41.
(3) Age at which career should be chosen (before the age of 30 if possible).	"Change of Pace," p. 45.

GOALS AND CONTENT	SUGGESTED ACTIVITIES AND MATERIALS
b. Education	FYJW: "Schooling Needs," p. 33.
c. Skills (1) Technical (2) Professional	<u>Activity</u>: Each student finds out what education and skills are necessary to get a job in which he thinks he might be interested. Students share information with their classmates.
d. Restrictions (1) Police record (2) Discrimination based on age, sex, race, physical condition, etc.	PEOPLE AND THE CITY: GETTING JOBS, "Would-Be Astronaut," p. 32. "Harry Palmer," p. 35.
e. Salaries (1) Present (2) Potential	<u>Activity</u>: The student selects jobs in which he is interested and finds out what education and skills are necessary to acquire and keep them.
III. The student knows the steps in securing a job, can fill out application forms properly, and participates well in a job interview.	FINDING YOUR JOB WORKBOOK, "What This Job Pays," p. 9.
A. The student can correctly complete a job application blank, giving the necessary information accurately.	<u>Students fill out various sample forms</u>: JOB DESCRIPTION AND APPLICATIONS (ACTIVITY KIT) A. Job Descriptions B. Applications for Employment C. Applicant Descriptions D. Worksheet -- Evaluation of a Job Interview E. Completing a Job Application Leaflet F. Writing a Resume with Sample Resume

GOALS AND CONTENT	SUGGESTED ACTIVITIES AND MATERIALS
1. The student has ready the personal information that is required on an application blank. a. Birth certificate b. Social security card c. Personal data sheet	Activities: 1. Make transparencies of the materials in the Activity Kit and/or other related forms for the unit. 2. Students fill in a sample job application. Bell Telephone Company and Stix, Baer and Fuller might furnish blanks, providing practice copies are destroyed. Actual applicants must complete forms in the employment office. HOW TO FIND AND APPLY FOR A JOB, "Your Application Blank," p. 54. THE JOB YOU WANT. "Getting Ready to Apply," p. 73. FINDING YOUR JOB WORKBOOK, "What Words Mean," p. 57. "Applications for Employment," p. 59. PEOPLE AND THE CITY: GETTING JOBS, "Unfair Test," p. 38. "Automation," p. 44. THE JOBS YOU GET, "Early Bird," p. 12. HFAJ. "A Personal Inventory," p. 1. FYJW. "Things to Do before You Look for a Job," p. 63. GETTING A JOB. "Getting Ready to Work," p. 19. "Getting a Job Interview," p. 26. "Application Forms," p. 29.

GOALS AND CONTENT	SUGGESTED ACTIVITIES AND MATERIALS
	Activity: Student fills in an application for his social security card if he does not have one. The student prepares a personal data sheet. He makes out a sample W-4 form.
2. Position desired.	
3. Educational information	THE JOB YOU GET, "First Interview," p. 10.
a. Schools attended	
b. Dates attended	
4. Military status	
5. Personal references	JYG. "First Interview," p. 10.
a. Names of reputable friends who are willing to write reference letters.	
b. Addresses	
c. Telephone numbers	
6. Employment record	
a. Names of former and/or present employers.	
b. Addresses	
c. Dates of employment	
d. Former position	

GOALS AND CONTENT	SUGGESTED ACTIVITIES AND MATERIALS
7. Health record	JYG. "Flying Colors," p. 24.
a. Emergency information	
b. Personal record	
B. The student knows the proper responses, attitudes, and information for a successful job interview.	JYG. "First Interview," p. 10.
	THE JOB YOU WANT, "Applying for a Job," p. 87.
	HOW TO FIND AND APPLY FOR A JOB, "Selling Yourself in a Personal Interview," p. 29.
1. He knows the importance of correct personal presentation at the job interview.	GETTING A JOB, "Getting a Job Interview," p. 26.
	PEOPLE AND THE CITY: GETTING JOBS, "Welder Wanted," p. 14. "Consuela Castaneda," p. 11.
	Activity: Role Playing--Students conduct job interviews--exchanging roles of interviewer and job applicant.
a. Appearance	Have students bring in pictures of well-groomed, business-like appearing people.
b. Attitude	GETTING A JOB, "At the Job Interview," p. 31.
c. Preparation	THE JOBS YOU GET, "Panic," p. 14.
2. The student writes a letter of application, correct as to form, language, and information. It is:	Activity: Students answer question: "Why do you want to work here?" They give personal information in their answer.
a. Information	Activity: The class works together to compose a letter of application, correct in every detail.
b. Neat	

GOALS AND CONTENT	SUGGESTED ACTIVITIES AND MATERIALS
c. Correct in writing technique (1) Spelling (2) Correct envelope address (3) Correctly folded letter (4) Correct form	HOW TO FIND AND APPLY FOR A JOB, "Letter of Application," p. 72. JYG. "Bad News," p. 34.
3. Telephone application a. Clear speech b. Pertinent information	Activity: Role playing -- Students practice conducting telephone interviews.
IV. The student knows and applies the skills that are necessary to keeping a job.	TRANSPARENCIES OF JOB RESPONSIBILITIES (MAKE) A. Being Late to Work B. Taking Criticism on a Job C. Responsibility on a Job D. Courtesy on the Job THE JOB YOU WANT, "You Get the Job," p. 112. "You Succeed on the Job." p. 134. "A Look Back -- A Look Ahead," p. 152. GETTING A JOB, "On the Job," p. 34.

GOALS AND CONTENT	SUGGESTED ACTIVITIES AND MATERIALS
A. The student analyzes the attitudes that contribute to pleasant and successful job atmosphere and which serve to help him keep a job. He practices these attitudes in his relationships with his classmates. He develops:	Activity: Students list desirable traits a worker should have. Have each student rate himself on the traits the class has listed.
1. Ability to get along with others	THE JOBS YOU GET, "It's a Deal," p. 16.
2. Interest in his job (or class)	FINDING YOUR JOB WORKBOOK, "What to Expect," p. 19.
3. A willingness to conform to his employer's regulations.	"What a Worker Must be Able to Do," p. 25.
B. He cultivates the habit of good attendance patterns:	"What a Worker Must be Like," p. 29.
1. Punctuality	"Working Hours," p. 21.
2. Regular attendance	"Things to Remember," p. 71.
	Activity: Students select an occupation and then find out what the regulations are that adhere to the job. For example, nurses--hours, uniforms, hair length, cafeteria rules, etc.
	FYJW. "When You Get a Job," p. 67.
	Activity: Role-playing--an employer tells an employee that he is habitually late, absent.
C. The student strives to develop the trait of responsibility.	THE JOBS YOU GET, "Let's Dance," p. 36. "Hired," p. 38. "Last Date," p. 40. "Grown Up," p. 42. "Coincidence," p. 44. "Remember," p. 46. "Final Examination," p. 48.
1. To himself	
2. To his fellow workers	

GOALS AND CONTENT	SUGGESTED ACTIVITIES AND MATERIALS
3. To his employer	Activity: Divide into three groups and have students prepare what they think are a worker's responsibility to himself, his fellow workers and his employer. Each group presents members' opinions, through a spokesman, to the rest of the class.

GOALS AND CONTENT - CLASS	SUGGESTED ACTIVITIES AND MATERIALS
The objectives which the class wishes to pursue may be added or substituted for any in the outline.	

URBAN STUDIES: TRANSPORTATION

Goals: *The student analyzes the dependence of residents of St. Louis on various transportation systems for survival - social, economic, political.*

The student becomes familiar with the many kinds of problems that surround the transportation issues.

Code:	Materials:
T	TRANSPARENCIES: Maps of St. Louis showing major highways and other transportation facilities.
SSM	SENIOR SCHOLASTIC MAGAZINE. Scholastic Book Company. 35 per teacher, URBAN STUDIES, A. S.
S	SEARCH - SCHOLASTIC MAGAZINES. Scholastic Book Company. 35 per teacher, URBAN STUDIES, G.
SLPD	ST. LOUIS POST-DISPATCH. 35 per school, daily, or student edition, weekly.

Time: This unit may be given in 10 weeks, or it may be shortened by selection of objectives to whatever length fits the class's design for the course.

Note: *The teacher, the students, or the students and teacher together may select from the objectives given those which are important to them. They may add other salient objectives.*

GOALS AND CONTENT	SUGGESTED ACTIVITIES AND MATERIALS
I. The student learns about the forms of, the problems of, and the proposed solutions to the problems of intra-urban transportation. He learns about the importance of transportation to the community and its citizens.	Activity: A good initial activity would be a field trip to the Museum of Transportation. Discuss modes of transportation in St. Louis and in cities other than St. Louis. Film: TRAFFIC AROUND THE WORLD Film: TRIP FROM CHICAGO
A. The student analyzes the problems faced by public bus transportation and the problems caused by it. He considers: 1. Lack of bus transportation. 2. Cost of public transportation: base fares, zone fares, transfers, pass prices. 3. Conveniences and inconveniences (scheduling).	Activity: Students plan a trip from their school to a point of civic interest, using Bi-State schedules and costs to determine the best route, the time the trip would take, and the fares. SFS: TRANSPORTATION TODAY
B. The student analyzes problems faced by and caused by taxicab transportation. He considers: 1. Availability of taxicab service. 2. Cost of taxicab service: base fares, zone fares, group rates. 3. Convenience or inconvenience: availability related to weather, to rush hours.	Activity: Plan trip from the school to point of interest, using maps to determine the most direct route, possible costs, best mode of transportation to get there. May be class or individual activity. Call 361-2345 for information.
C. The student analyzes problems faced by and related to ownership of private transportation and to heavy use of private automobiles. He thinks about:	Film: AUTOS: THE GREAT LOVE AFFAIR. Film: THE AUTOMOBILE - A TIME OF CHALLENGE Film: AUTOS, AUTOS EVERYWHERE

GOALS AND CONTENT	SUGGESTED ACTIVITIES AND MATERIALS
1. Convenience versus inconvenience of car ownership and use. 2. Cost factors a. Initial cost b. Cost of license fees c. Taxes on automobiles: kinds and amounts. (1) Sales taxes: city and state (2) Personal property taxes d. Insurance costs and types e. Maintenance costs	Activity: Student checks newspapers for purchase prices of new and used automobiles. He checks on the prices of licenses of various kinds. If necessary, he calls the State License Department for information about costs. (653-3245)
3. Traffic problems a. Moving: rush hours, downtown congestion, shopping centers, location and accessibility. b. Parking problems (1) On the street: laws, hours, zones. (2) Off the street: availability, cost.	Activity: Students survey the cost of parking in various areas of St. Louis: 1. Busch Stadium garages 2. The Lambert St. Louis Municipal Airport 3. Parking Meters, in different locations, such as downtown, midtown, near the school. 4. Downtown parking lots
D. The student becomes aware of the environmental problems that are related, directly or indirectly, to transportation. He studies: 1. Pollution: air, noise	Film: AIR POLLUTION Film: NOISE IS POLLUTION TOO FS: COMPETITIVE LAND USES SFS: CRISIS IN THE ENVIRONMENT - A SERIES

GOALS AND CONTENT	SUGGESTED ACTIVITIES AND MATERIALS
2. Land utilization a. Highways b. Parking lots	Teacher: See Leavitts, H. SUPERHIGHWAYS--SUPERHOAX. Doubleday, 1970. for interesting view of subject. Activity: Use transparency provided or bring in road maps of St. Louis and outlying areas to trace the highway system and to discuss its impact on the community.
3. Derelict Automobiles a. Cost to community, financially and aesthetically b. Tax loss represented c. Problem of disposal	Activity: Students survey the community for a sense of the derelict automobile problem. They find out how many cars are abandoned in St. Louis yearly, where they are abandoned, and what is done with them, by whom, at whose expense.
E. The student studies social causes of some of St. Louis's problems with transportation. He learns about: 1. Diffusion of the population 2. The age distribution of citizens, particularly problems of aging 3. The exodus of industry and what it means to the city 4. The deterioration of neighborhoods 5. The problem of crime	A HOUSING PROBLEM FOR THE CITY OF ST. LOUIS, p. 21.

GOALS AND CONTENT	SUGGESTED ACTIVITIES AND MATERIALS
F. The student studies intra-urban transportation in terms of the future. He reviews the uncertainties and the possibilities that have been projected. He considers:	
1. Mass rapid transit systems for St. Louis.	
a. Need	
b. Feasibility	
2. An effective ground transportation system-- busses, streetcars	
3. The questions revolving around use of service cars	
	Film: FORBIDDEN CITY
	Film: CHALLENGE OF URBAN RENEWAL
	Film: THE CHANGING CITY
	Film: CITIES IN CRISIS. WHAT'S HAPPENING?
	Film: BOOMSVILLE
	SFS: PROBLEMS OF OUR CITIES
II. The student learns about the forms of, the problems of, and the proposed solutions to problems of inter-urban transportation, and he learns about the importance of transportation to the nation and its citizens.	
A. The student analyzes the problems faced by public transportation systems. He discusses:	
1. Air transportation	
a. Cost of air transportation	
b. Availability of air transportation	
c. Convenience versus inconvenience	
2. Railroad trains	
a. Cost of rail travel and shipping	
	Film: FROM KITTY HAWK TO JUMBO JET
	Film: EPIC OF FLIGHT
	Film: WHAT A WAY TO RUN A RAILROAD
	SFS: TRANSPORTATION - WHERE DO WE GO FROM HERE?
	Activity: Field trip to transportation depots and terminals: air, rail, bus.
	Activity: Plan a vacation trip. Select a mode of transportation by comparing comfort, cost, time, number of people to go, safety, convenience of ways.
	Film: TRANSPORTATION BY FREIGHT TRAIN
	Film: WHAT A WAY TO RUN A RAILROAD

GOALS AND CONTENT	SUGGESTED ACTIVITIES AND MATERIALS
b. Availability of rail transport c. Convenience versus inconvenience 3. Busses a. Cost of bus transportation b. Availability of busses c. Convenience versus inconvenience	Activity: Plan an emergency trip. Select a mode of transportation by comparing comfort, cost, time, number to travel, safety, and convenience as these relate to each of the possible ways to travel. Resource persons from airlines, bus companies, and Amtrack may be invited. Most of these groups offer this customer service free of charge.
B. The student studies and weighs the merits and detriments of public and private inter-urban transportation and analyzes his findings.	
C. The student knows the function of government regulatory agencies that supervise and regulate transportation. He knows that the I.C.C. and the F.A.A.: 1. Grant route permission 2. Regulate rates 3. Regulate fares 4. Establish and maintain safety standards	Teacher's Resource: GOVERNMENT ORGANIZATIONAL MANUAL. This book gives information about all regulatory governmental agencies.
III. The student learns about the forms of, the problems of, and the proposed solutions to problems of commercial freight traffic, and he learns about the importance of freight transportation to the nation and its citizens. He studies: A. Commercial truck traffic. He considers: 1. Its growth and/or decline	

GOALS AND CONTENT	SUGGESTED ACTIVITIES AND MATERIALS
2. Its availability and quantity	
3. The problems it faces/causes	
4. Convenience versus inconvenience	
B. Trains--rail traffic. He considers:	
1. Its growth and/or decline	
2. Its availability and quantity	
3. The problems it faces/causes	Film: INLAND WATERWAYS IN THE DEVELOPMENT OF AMERICAN TRANSPORTATION
4. Convenience versus inconvenience	Film: BIG RIVER
C. Barge traffic	Film: ST. LAWRENCE SEAWAY, THE STORY OF Grades 5-6-8
1. Its growth and/or decline	FS: AMERICAN TRANSPORTATION
2. Its availability and quantity	
3. The problems it faces/causes	Film: TRANSPORTATION REVOLUTION - Story of America's Growth
D. Airplane traffic	
1. Its growth and/or decline	
2. Its availability and quantity	
3. The problems it faces/causes	
4. Convenience versus inconvenience	

GOALS AND CONTENT	SUGGESTED ACTIVITIES AND MATERIALS
IV. The student assesses the dependency of St. Louis on transportation. He studies the many uses of local transportation by St. Louisans. A. The student studies transportation system's role in getting people to work. B. He studies ways transportation systems serve the persons who use the schools. C. He studies the relationships of transportation to services. He considers: 1. Professional services: doctors, dentists, lawyers, etc. 2. Shopping centers, stores 3. Recreational facilities 4. Hospitals and clinics	Activity: The class surveys local bus use. Class members might poll users of busses at bus stops in the immediate vicinity of schools. They might also complete an opinion poll on bus service.
V. The student looks ahead to the future of transportation. He thinks about future possibilities of: A. Airports 1. Location 2. Availability of space B. Airshuttle, unserved by scheduled airlines. C. S.T.O.L.	Activity: Field trip to Lambert St. Louis Municipal Airport. Activity: Students plan trips to place of interest in the United States and in other nations. They check air schedules, steamship routes, etc.

GOALS AND CONTENT	SUGGESTED ACTIVITIES AND MATERIALS
D. Amtrack E. Express busses with extensive passenger services F. Expanded barge traffic and an extension of waterways G. What other possibilities are there?	Activity: Guided tour at Union Station of Amtrack or other train. Note: See CITIES IN CRISIS, Chapter 4 "TRANSPORTATION: CAN YOU GET THERE FROM HERE?" pp. 65 - 85.

URBAN STUDIES: HOUSING AND LAND USE: AN URBAN CRISIS

Goals:

The student analyzes the housing patterns in the city of St. Louis and the surrounding metropolitan area.

The student understands why the housing patterns are as they are and how they developed.

The student realizes what forces and conditions contribute to the creation of slums.

The student analyzes how overpopulation, crime, education, economics, and social services affect the city's residential areas.

The student studies the parts the government and the community play in urban housing development.

The student learns the mechanics of acquiring a residence.

Code:	Materials:
CIC	CITIES IN CRISIS, Rudie Tretter. Prentice Hall, Inc., 1970. Students, AS
LT	LANDLORD AND TENANT, JUSTICE IN URBAN AMERICAN, George Ranney, Jr. and Edmond Parker. Houghton Mifflin Co., 1970., Students, AS
HP	A HOUSING PROGRAM FOR THE CITY OF ST. LOUIS, 1970-1980. City Plan Commission, 1971. Teacher Resource, (Part 2 - see Appendix B.)
SSM	SENIOR SCHOLASTIC MAGAZINE, STUDENTS, AS
S	SEARCH, STUDENTS, G

Time: This component may be taught as a ten-week long unit or it may be shortened through the selection of specific objectives or it may be given briefly in overview as part of a year-long course.

Note: *The teacher, the students, or the students and teacher together may select from the objectives given those which they consider important. They may add other salient objectives.*

GOALS AND CONTENT	SUGGESTED ACTIVITIES AND MATERIALS
I. The student examines the existing housing in the city for its quality. A. He considers existing housing quality in St. Louis. 1. Percentage of good, fair, and poor housing. 2. General location of housing of these levels of quality.	Activity: Class studies how the following characteristics of housing affect quality: 1. Age 2. Condition 3. Cost of dwelling 4. Overcrowding of facilities. Teacher: HP, Map, p. 9, pps. 6 - 8. A HISTORY OF RENEWAL, Teacher Film: ABANDONMENT OF THE CITIES Activity: Students survey the housing in their neighborhood and make observations about its quality from its external appearance. They discuss what undesirable conditions they see and how these might be improved. MAP of residential housing quality in St. Louis, HP, p. 9. Activity: Students map an area around the school, noting vacant or delapidated buildings or lots. They discuss what could be done and consider such actions as pressuring the city to force the owner to clean up a lot or enlisting help (such as that of the class) to do a clean-up job. Activity: Students survey their neighborhoods to try to determine how many housing units are owned by absentee owners; then they attempt to trace the true owner of a lot or building.

GOALS AND CONTENT	SUGGESTED ACTIVITIES AND MATERIALS
B. The student thinks about reasons for the continuation of existing housing patterns.	LT, pp. 7, 65.
1. Discrimination in real estate dealings.	CC, pp. 38 - 40.
2. Economic limitations	Activity: Students discuss examples of housing discrimination represented by such responses as:
3. Factors influencing desirability of areas to a person.	1. "Yes, anyone is able to live here if he can pay the rent."
a. Crime rate	2. "I'm sorry, but we only rent to white (or black) people."
b. Educational opportunities available	3. "Did you know that more black people are moving to the suburbs than ever before."
c. Convenience to his work or other facilities	Students analyze the purpose and the effect of such comments.
C. The student studies proposed solutions to problems of how to improve the quality of city housing. He considers:	Discussion topic: Do you believe that laws can be passed and enforced to help improve urban housing conditions?
1. Equality in real estate dealings.	Teacher: HP
2. Housing subsidy	
3. Rehabilitation	
4. Renewal	
5. Planned construction	
6. Zoning laws	
II. The student studies the nature of, the problems of dwellers in, the human and economic costs of, and the elimination and prevention of slums. He considers:	CC, pp. 23 - 64.
A. The student knows what a slum is.	Activity: Students bring to class pictures that graphically describe modern - day slums.

GOALS AND CONTENT	SUGGESTED ACTIVITIES AND MATERIALS
	Students report on content of current magazine articles dealing with contemporary urban housing problems. (Library - a source of magazine)
	Which of the following statements is true of a slum? Students discuss their preconceptions: 1. It is always in a city. 2. It can never be eliminated. 3. It has many poor, unskilled, uneducated people living in it.
B. He understands how slums are created. He acquires information about: 1. Increasing age of buildings 2. Landlord and tenant failure to maintain property 3. Overcrowding 4. High concentration of the low-income, unskilled, and uneducated 5. Discrimination 6. Lack of building code and zoning law enforcement 7. Poor construction of new housing 8. Lack of public interest in slum dwellers' problems and in slums as a social problem.	Discussion topics: Do high real estate property taxes contribute to the growth of slums? Why might tenants and landlords fail to maintain their property? LT, pp. 10 - 58. CC, pp. 23 - 64.

GOALS AND CONTENT	SUGGESTED ACTIVITIES AND MATERIALS
C. The student discovers who the slum dwellers are. 1. Minority groups 2. Economically handicapped 3. The unskilled 4. The uneducated	Activity: Students list groups they think would live in the slums. They check their preconceptions with information given in their texts or which they have found in current magazine articles. When they have ascertained which groups inhabit the slums, they may discuss the reasons they have found to explain why these groups continue to live there. They discuss the "traps" that keep them there.
D. The student analyzes the cost of slums to individuals and to society. They study: 1. Relative costs of desirable services: a. Improvements in housing and conditions b. Police and fire protection c. Public services (education, health, welfare, etc.) 2. Need for increased public services. 3. The high crime rate 4. Decreased tax revenue. The people and property that provide tax revenue. 5. The move of middle and upper income groups to the suburbs. 6. Effect of slum living on people's personalities and characters.	Discussion topic: The slums: breeders of crime? CC, pp. 30 - 43. LT, pp. 46 - 58.

GOALS AND CONTENT	SUGGESTED ACTIVITIES AND MATERIALS
E. The student studies proposed solutions to problems of how to prevent and eliminate slums. He considers: 1. Public awareness of the expense of long-range solutions to slum clearance 2. Urban renewal of housing and community facilities. 3. Making fair housing a reality 4. Improvement of the economic status of the low and moderate income families and individuals 5. Repair and maintenance of adequate housing through strict enforcement of building codes and zoning laws. 6. Finding better ways to build attractive, inexpensive housing.	Activity: Investigate zoning ordinances and building codes in the surrounding community. Consider whether these are up to date. Find out how frequently they are revised. Try to determine how well they are enforced. Find out whose responsibility it is to see that such ordinances and codes are not violated. Film: CITIES IN CRISIS: WHAT'S HAPPENING? Film: CITIES IN CRISIS: A MATTER OF SURVIVAL CC, pp. 106 - 119. LT, pp. 28 - 45. Film: STREET OF THE FLOWER BOXES
III. The student acquires information about the purposes of, conflicts about, and need for urban renewal and rehabilitation. A. He sees the purposes of urban renewal. Some are: 1. Elimination of hopeless slums 2. Revitalization of the dying central business districts of the city. 3. Conservation and restoration of residential neighborhoods.	Activity: Students collect and display pictures that represent the ideas of urban renewal and rehabilitation. Discussion topic: In what ways do you think that urban renewal projects are helpful? Activity: Students read summaries of possible solutions to urban housing problems. They then discuss those they think would be the best approaches to the problem. Possible topics would be: 1. "Help the people to help themselves." 2. "Fix up the houses we have now."

GOALS AND CONTENT	SUGGESTED ACTIVITIES AND MATERIALS
	3. "Tear down the old and build up the new." 4. "Our cities must raise more money." Discussion topic: Discuss the role of the federal, state, and local governments in urban renewal and rehabilitation. Students must acquire facts prior to discussion. What are the functions and responsibilities of the Department of Housing and Urban Development? Activity: Students give examples of urban renewal as they know it. They might work with such ideas as: 1. Fix up the outside of a building so it will look like new. 2. Tear down a whole building and put up a new one in its place. 3. Make jobs available to people in urban areas so that they can afford to improve their homes and neighborhoods. Discussion topics: Students discuss why all old buildings are not torn down and replaced with new ones. Possible reasons they might consider would be: 1. Expense 2. An adequate amount of presently available good housing 3. People do not want to move.

GOALS AND CONTENT	SUGGESTED ACTIVITIES AND MATERIALS
B. The student studies the problems involved in planning for urban renewal and rehabilitation. He is aware of: 1. Conflict over land use: housing versus commercial use, type of housing, environmental factors in industrial-residential complexes. 2. Relocation of people a. Lack of available housing during rebuilding. (1) Not enough liveable units (2) Rent very high for good housing b. Lack of adequate social services in areas of relocation c. Influx of additional people places a strain on the receiving neighborhoods. (1) Overcrowding (2) Decrease in resident ownership of homes and other property (3) Maintenance level sinks (4) Many single-family dwellings are converted to multi-family tenements. d. Psychological effect on people is undesirable.	From the evidence the students have gathered, they discuss to what extent the problem of urban housing appears to be correctable. Discussion topic: In what ways might urban renewal projects be harmful to slum residents? Teacher: HP, 1970 - 1980. CC, pp. 55 - 64. Film: ABANDONMENT OF THE CITIES

GOALS AND CONTENT	SUGGESTED ACTIVITIES AND MATERIALS
3. Replacement housing and other kinds of necessary buildings are often inadequate: office buildings, medical buildings, schools, high-rent apartments, others.	
4. Pace of redevelopment is often very slow. It is costly, and demolition moves at a faster pace than rebuilding.	
C. The student becomes familiar with St. Louis renewal and rehabilitation plans and programs.	Teacher: Refer to resource material - HISTORY OF RENEWAL: ST. LOUIS HP, 1970 - 1980, PTS 1 and 2.
D. The student studies public housing, its problems and possibilities. He learns about:	Discussion topics: What are some of the reasons people criticize the building of such housing projects as the Pruitt-Igoe Development?
1. Reasons for the development of public housing projects.	If the students had to plan public housing, how would they do it? What considerations would influence their decisions? Explain: back with facts.
a. To serve a high concentration of low-income families.	Criticisms of large urban renewal projects that involve slum clearance and the construction of new, large-scale housing projects. Students find specific criticisms--perhaps in newspapers or magazines--and react to the criticisms.
b. To replace substandard housing.	
2. Problems created by public housing	How might the lives of those who live in housing projects be enriched? Socially? Environmentally? Culturally? Personally?
a. Community resentment--kinds and reasons	
b. Cost--Economic	
c. Cost--Social	
d. Availability and use of land.	
3. Scarcity or availability of location site for housing.	

GOALS AND CONTENT	SUGGESTED ACTIVITIES AND MATERIALS
4. Changing trends in public housing	
a. High rise versus low rise housing projects	
b. High rise housing for the elderly	
c. Scattered site building plans	
IV. The student learns about the processes of acquiring a place to live: rental property and home ownership. He thinks about:	Discussion topic: "In the near future, you and your wife or husband may be faced with decisions about where to live. What factors will you consider as you prepare to make this decision? Where do you think you will want to live? In what kind of dwelling? Why?"
A. Rental of apartments, flats, houses. He considers:	
1. Location	
2. Cost	
3. Size	LT, pp. 1 - 45.
4. Neighbors	
5. Contract terms regarding children, pets, subletting, lease, deposit.	
B. Purchasing of property. He looks into:	LT, pp. 59 - 74.
1. Location	Mr. and Mrs. Brown have decided to move from the city to the suburbs. Assuming housing was the reason for moving, what factors may have influenced their decision to move? Students discuss topic.
a. Availability of services and facilities	
b. Availability and quality of educational facilities	
c. Relative crime rates	
d. Trend in property values	
e. Neighbors	

GOALS AND CONTENT	SUGGESTED ACTIVITIES AND MATERIALS
2. Cost a. Selling price b. Fees and interest c. Maintenance costs 3. Size	Students contact several lending institutions and check their loan interest rates and requirements.

GOALS AND CONTENT	SUGGESTED ACTIVITIES AND MATERIALS
Teacher and class may add goals and content which they deem important.	

URBAN STUDIES: ENVIRONMENT

Goals:

The student learns the facts about the state of the environment and about critical issues relating to the ecosystem which face mankind.

The student demonstrates the relationship between man's behavior and the condition of his environment.

The student points out some alternative forms of behavior that could affect the future of the environment and of man.

The student makes some decisions concerning his own behavior that will improve his environment. He suggests behavior for others that would affect the environment in a positive manner.

The student demonstrates some ways in which he can affect his environment, both positively and negatively.

Code:	Materials:
SK	SURVIVAL KIT: ECOLOGY AND SOCIAL ACTION, 1 per school, (Department Head, Social Studies).
PC:CES	PEOPLE AND THE CITY, CAN EARTH SURVIVE? Cuban. Scott Foresman and Co., 1972. Students, G.
OEPTS	OUR ENVIRONMENT, PATHWAYS TO SOLUTION, T. Van Dyke, Ginn and Co., 1972. Students, AS.
ESLE	ECOLOGY AND THE ST. LOUIS ENVIRONMENT, R. J. Stoffel. St. Louis Beautification Commission,
WL	THE WATER LORDS, J. M. Fallows. Students.
EMEL	ECOLOGY: MAN EXPLORES LIFE. Harris and Steinkamp. Xerox, 1970. Students.
CS	THE CONSERVATION STORY: A BACKGROUND FOR UNDERSTANDING TODAY'S ENVIRONMENTAL CRISIS, G. F. Pollock. Xerox, 1971. Students.
SSM	SENIOR SCHOLASTIC MAGAZINE, AS.
S	SEARCH, G.

Time: This component is designed for a 10-week time period. It may also be shortened by the selection of specific objectives and taught in briefer form or as part of a continuous course.

Note: *The teacher, the students, or the students and teacher together may select from the objectives given those which they consider important. They may add other salient objectives.*

GOALS AND CONTENT	SUGGESTED ACTIVITIES AND MATERIALS
I. The student knows what is meant by "The Environment."	Film: PARADISE POLLUTED
A. He realizes that all life on earth is linked together and that the loss of any species or resource affects the total ecology.	Film: CITIES IN CRISIS: A MATTER OF SURVIVAL
	Film: THE LAND BETRAYED
B. The student knows that nothing leaves the earth's system and no new supplies come in except solar energy.	Activity: Class takes a walking tour of the neighborhood to pinpoint some specific areas of student concern.
	Class plans and designs a city of the future (under water, in space.)
II. The student studies the problems of pollution and considers various solutions to these.	Find and point out a source of air pollution to the local air pollution control authority. Trace the path of the complaint to its conclusion.
	Write and film an anti-pollution television commercial, using the school or the district videotape cameras and equipment. Present it to the school. If it is very good, see if local stations would be interested in using it.
A. The student studies where pollution comes from and where it goes. He studies pollution of air, water, and of noise and sight.	PC:CES, pp. 22 - 29.
	OEPTS, pp. 3 - 15, 28 - 96.
1. He studies air pollution. He learns about pollution caused by:	Film: AIR POLLUTION
	St. Louis Public Library: TAKE A DEEP DEADLY BREATH
a. Industry	OEPTS, pp. 28 - 33.
b. Electric power production	PC:CES, pp. 22 - 25.
c. Automobiles and trucks	ESLE, p. 8 (Teacher)

GOALS AND CONTENT	SUGGESTED ACTIVITIES AND MATERIALS
d. Burning of trash and sewage	CS, pp. 31 - 34.
e. Home heating	PC:CES, pp. 26 - 29.
2. He studies pollution of the water. He learns about pollution caused by:	OEPTS, pp. 36 - 44.
a. Industry: thermal pollution from the heating of water and the processing of by-products.	Film: THE LAND BETRAYED
b. Electric power generation (thermal)	Film: THE RIVER
c. Municipal sewage	Film: TOWN THAT WASHES ITS WATER
d. Agriculture	Film: OUR CHANGING CITIES. CAN THEY BE SAVED?
(1) Fertilizer (excess run-off)	Activity: Conduct a household inventory for "hard pesticides," (DDT, DDD, dieldrin, oldrin, endrin, toxophene, hepachlor). Advise people as to how to dispose of these pesticides, reasons for doing so. Aid them in disposal.
(2) Pesticides	Prepare a video-taped or radio commercial informing the public about the dangers of pesticide.
3. The student realizes that noise is pollution too. He understands how it can cause deterioration of the quality of urban life. He considers the noise pollution caused by:	Film: NOISE IS POLLUTION, TOO.
a. Industry	DEPTS, pp. 74 - 80.
b. Construction	
c. Music	Film: CITIES IN CRISIS: A MATTER OF SURVIVAL
d. Urban "noise" -- normal street noise	OEPTS, pp. 81 - 84.

GOALS AND CONTENT	SUGGESTED ACTIVITIES AND MATERIALS
4. The student analyzes the visual pollution of the city. He thinks about the visual pollution caused by: a. Industry: products, buildings, signs b. Domestic trash and litter c. Derelict buildings d. Derelict cars	Film: THE CITY Film: PARADISE POLLUTED Prepare a commercial about visual pollution. Activity: Conduct a photo contest. Students search for the nastiest examples of litter they can find and for the most attractive settings they see. Contest idea would apply to any part of the component.
B. The student studies known reasons and projects possible reasons why men pollute their environment. He realizes: 1. Pollution is a necessary consequence of our industrialization and growth, and manufacturing creates many by-products which are hard to dispose of. 2. The price people pay for material goods and conveniences and for increased packaging is environmentally high. 3. That conflicting values exist in society: materialism versus a concern for the quality of the environment. 4. That much pollution is a result of carelessness, ignorance or indifference	Prepare a "Why Do We Do It?" commercial on pollution. OEPTS, pp. 59 - 80. Teacher: See Appendix A. Invite a speaker from one of the agencies listed to address the students on environmental problems and to answer questions. Note, speakers need advanced notice. OEPTS, pp. 45 - 58. If appropriate, students work for political candidates they feel are doing a good job in dealing with environmental issues. Invite speakers, who might be political candidates, to speak at an "Earth Day" or Ecology Seminar.
C. The student studies proposed solutions to the problems of and caused by pollution.	PC:CES: pp. 19 - 21. Film: RECYCLING WASTES OEPTS, pp. 97 - 116. PC:CES, pp. 30 - 43.

GOALS AND CONTENT	SUGGESTED ACTIVITIES AND MATERIALS
1. He learns ways the government is trying to control pollution. He learns about: a. Control of industry b. Control of people's habits	Activity: Pretend the class members are the only survivors of an ecological catastrophe. They will decide upon a course of action in regard to the use of the environment, depending upon its condition (which they must determine) and in regard to the kind of government and control which will be necessary. The teacher might want to draw upon ideas in ALAS, BABYLON in preparation for this activity. Prepare an anti-lead poisoning educational campaign.
2. He analyzes the possible effectiveness of pollution control by voluntary action of the polluters, such as: a. Industry b. Cities c. Citizens	Activities: Prepare commercial urging voluntary control of pollution by any or all of these groups. Students may: Develop a campaign to encourage drivers to keep their cars in tune. Set up a recycling station at your school for paper and arrange for pick up and treatment of it by a recycling agency.
3. He encourages and becomes involved in citizens' group action against environmental problems. a. Pressure on government agencies responsible b. Pressure on industries causing major pollution c. Pressure on other citizens to "pitch in."	Take part in a clean-up project in which a local lake or stream is being reclaimed. Develop a campaign to induce people to use returnable or non-throw-away containers. Develop a campaign against the use of unnecessary, non-disposable non-recyclable containers.

GOALS AND CONTENT	SUGGESTED ACTIVITIES AND MATERIALS
	Carry out a "brick in every tank" program. Study reason for project. Secure and distribute bricks and instructions for their use in the school's community.
	Clean up a local eyesore. Publicize the activity in the local press as a means to encourage others to perform a similar service.
III. The student thinks creatively about future uses of our environment and its resources. He studies existing plans for use of these in the future.	Locate derelict building in the neighborhood and check with the local authorities to see if it has been reported, if not, report it.
	OE:PTS, pp. 97 - 120.
A. The student analyzes how competing values will determine future use of the environment. The dominant value will prevail among such values as:	
1. Industrial and economic growth -- the demand for material goods.	Pamphlet: THE ONE-LEAF-BOOK STORY OF ENVIRONMENT AND INDUSTRY.
2. Aesthetic and recreational use of land and resources.	Film: STREET OF THE FLOWER BOXES.
3. Conservation and preservation	
B. The student looks at predictions about environmental problems of the future. He considers:	PC:CES, pp. 36 - 43.
1. Air -- quality of air, effect on health, other uses.	Film: MAN'S PROBLEM
	Film: AIR POLLUTION
2. Water	Film: PERSISTENT SEED
a. Industrial use	Film: TOWN THAT WASHES ITS WATER

GOALS AND CONTENT	SUGGESTED ACTIVITIES AND MATERIALS
b. Increased domestic use (1) People will need more water (2) Will cost more to use -- purification costs	SFS CRISIS IN THE ENVIRONMENT., A SERIES SFS POPULATION EXPLOSION, THE
c. Increased recreational use (1) More population will require more recreational sites as leisure time increases. (2) Each individual will require more recreational facilities.	Activity: Students participate in a clean-up activity involving a lake or stream used for recreation. Students compile list of ways in which natural recreational sites are of benefit to individuals and to society.
3. The student anticipates the energy crisis ahead and thinks about ways society might deal with it. He studies possible future sources of power. He considers: a. Use of fossil fuels: oil and coal. (1) Supply is running low, may be exhausted soon (2) Domestic versus imported supplies: attendant problems of each source. (3) How increased use might increase damage to our ecosystem: burning, water pollution through spills and strip mining, carbon theory, greenhouse theory.	Students construct an environment within or without the classroom that will facilitate education in the future and for the future.

GOALS AND CONTENT	SUGGESTED ACTIVITIES AND MATERIALS
b. Use of nuclear power (1) Feasibility of nuclear power for electrical production. (2) Nuclear power for heating purposes (3) Nuclear power for transportation (4) Possible increase in environmental risk: air pollution, (water vapor) water pollution (thermal), and disposal of radioactive wastes. c. Use of geothermal sources: new sources of power with specific limitations: areas, high cost. d. Solar energy as a future source of power (1) Heating (2) Electrical products e. Laser energy as a future source of power: probabilities and problems.	OEPTS, pp. 59 - 69, 70 - 73.
4. The student proposes future uses of human resources in relation to and as a part of the environment. He studies: a. Increased need for workers versus decreased need for manpower (1) Future role of machines, automation (2) Man's "jobs" in future technocracies	Activity: Students discuss what man's role in the future will be: as a producer, consumer, user of resources.

GOALS AND CONTENT	SUGGESTED ACTIVITIES AND MATERIALS
b. Man's responsibilities in utilizing resources wisely. Problems he must solve: (1) Waste of resources through lack of knowledge and education. (2) Waste through prejudices of various kinds (3) Misplacement of people as a destroyer of resources.	
5. The student thinks about the place of wildlife in the world of the future. He deals with: a. Value conflicts resulting from increased demand for land for different purposes. The place of the wildlife habitat in that value conflict. b. Result of the dwindling wildlife habitat and man's role if any are to be perserved. c. Control of harvest of wildlife: purpose, management	
6. The student considers future uses of land. He thinks about: a. Competition for available land: value conflict over its use for growth and industrial progress or for preservation and recreation. b. Conflict over how open space and recreational land should be used.	Activity: Students become active in local campaigns to support improved pollution control, open space, or land preservation programs. Pamphlet: 71 THINGS YOU CAN DO TO STOP POLLUTION. CS, pp. 3 - 43.

GOALS AND CONTENT	SUGGESTED ACTIVITIES AND MATERIALS
(1) Cities: parks, recreation centers, other	
(2) Rural or wild lands: forest lands, grazing lands, lakes, rivers, wildlife preserves, lakes and rivers.	
C. The student studies the problems of population and of the relationship of population to the environment. He studies:	OEPTS, pp. 85 - 96.
1. Population distribution -- Where people are.	Activity: Class takes a walking tour of the neighborhood to try to determine if there is a population density pattern apparent.
a. Cities: density and distribution	
b. World: density and distribution	
2. Problems of overpopulation.	Film: POPULATION ECOLOGY
a. Projections for the future	
b. Strain on resources	
c. Shortage of living space	
3. Maldistribution: Too many people in too few places	
a. Non-efficient or inefficient use of resources	
b. Ability to produce sufficient food; inability to distribute it.	
c. Inequitable use of resources by few people	
4. Ways of effecting change: role of the government	OEPTS, pp. 16 - 26, 97 - 112.

GOALS AND CONTENT	SUGGESTED ACTIVITIES AND MATERIALS
a. Dissemination of birth control information or family planning information and/or devices	
b. Laws concerning family size and birth control	
(1) Abortion	
(2) Tax incentives	
(3) Family life, sex, and family planning information.	
5. Ways of effecting change: role of the individual	OEPTS, pp. 117 - 119.
a. Consider rights of privacy versus the rights of society	PC:CES, pp. 31 - 35.
(1) Right to birth control information	
(2) Right to abortion	
b. Consider argument about rights of the mother versus rights of the unborn.	OEPTS, pp. 87 - 96.
(1) Mother's rights, well-being, life plans	
(2) Child's rights, well-being, humanity	
(3) Society's right and responsibility to protect the unborn child. Question of when is a fetus a "person."	
c. Ways of effecting change: roles of groups	
(1) Planned Parenthood Associations and others	

GOALS AND CONTENT	SUGGESTED ACTIVITIES AND MATERIALS
(2) Zero Population Growth and similar groups	
(3) Religious groups	
(4) Right To Life	
d. Ways of effecting change: population management techniques now possible or possible in the future. What is current thought about these possibilities?	OEPTS, pp. 93 - 96. Film: POPULATION ECOLOGY Film: CITY AS MAN'S HOME SFS: POPULATION EXPLOSION
(1) Euthanasia	
(2) New techniques of birth control	
(3) Genetic engineering:	
(a) Amoniocentesis: sampling of amniotic fluid.	Activity: Plan a future city and its society. Debate the need for and the morality of genetic engineering.
(b) Genetic screening: mass-prediction of offsprings.	Pretend the students in the class are the only survivors of an ecological catastrophe. They will rebuild the human race. What population controls, if any, would they advocate?
(c) Monogenic gene therapy: modification of cellular genes to correct monogenic defects.	
(d) In vitro fertilization	
(e) Reimplantation: implantation of fertilized ovum in secondary uterus	

GOALS AND CONTENT	SUGGESTED ACTIVITIES AND MATERIALS
(f) Cloning: replica of individual developed from one of its somatic cells (g) Polygenic therapy: correct polygenic defects remote at this time.	<u>Bibliography of Pamphlets</u> (Check with Department Head) PROJECT CHECKLIST FOR YOUR ECOLOGY CLUB. Eco America LITTER PREVENTION...AN AID TO CONSERVATION. Keep America Beautiful, Inc. 71 THINGS YOU CAN DO TO STOP POLLUTION. Keep America Beautiful, Inc. THE ONE-LEAF-BOOK STORY OF ENVIRONMENT AND INDUSTRY. American Iron and Steel Institute.

URBAN STUDIES: ENVIRONMENT, APPENDIX A

INFORMATION ON SPEAKERS' BUREAUS LISTED IN ECOLOGY AND THE ST. LOUIS ENVIRONMENT, Robert J. Stoffel.

The following Speakers' Bureaus have been contacted about their ability to supply speakers to classes engaged in the Environment component of Urban Studies. The groups are listed below as are any restrictions or conditions under which they can supply aid.

1. St. Louis Air Pollution Control, Room 419, City Hall, 12th and Market, St. Louis, Missouri 63103. 453-3334, p. 8. (If person can be made available.)

2. Missouri Conservation Department, 1221 S. Brentwood Boulevard. 726-6800. Jack Woodhead or Gary Harvey. These men have expressed willingness to conduct workshops for teachers and/or students. They do not have a large enough staff to supply speakers for individual teacher's classrooms. p. 16.

* 3. Forest Park Community College Speakers' Bureau. 5600 Oakland. St. Louis, Missouri 63110. 644-3300, Ext. 266. Speakers from the college are teachers who perform this community service when they have time. Therefore, two to three weeks advance notice is required. You are asked to have at least two choices of topic and speaker in mind when you call in your request. Provided is a pamphlet from the college listing topics and speakers that are available. p. 18, 12, 19, 28.

4. Committee for Environmental Information. 438 N. Skinker Boulevard, St. Louis, Missouri 63130. 863-6560. The C.E.I. will try to make speakers available for schools, but they request that an audience of at least 25 be present. p. 19.

5. United States Brewers Association, Inc., 915 Olive Street, St. Louis, Missouri 63101. 421-5325. The Brewers' Association has only two persons available for this service. These two work in a broad geographic area. They prefer to speak to groups of classes or to auditorium sessions. They are willing to help within the limits of their capability. p. 23, 24.

6. Metropolitan Sewer District, 2000 Hampton Avenue, St. Louis, Missouri 63139. 647-0700. B. D. Braun, Division of Public Information. The Metropolitan Sewer District will try to fulfill requests for speakers within their capabilities. Their personnel performs this service in addition to their regular duties. The tours are recommended as more educational for large groups of students than even the slides and speakers. The representative urged first-hand experience with the treatment plants.

* SPEAKERS ON ECOLOGY -- FOREST PARK COMMUNITY COLLEGE

H. Michael Delgado, Associate Professor, Biology	SOCIO-BIOLOGY, ECOLOGY. SAVING THE ENVIRONMENT
William W. Fry, Assistant Professor, Biology	THE ECOLOGY PROBLEM IN ST. LOUIS, ROCKS AND SOILS OF EASTERN MISSOURI, ANIMAL AND PLANT LIFE OF EASTERN MISSOURI
Marie Kramer, Assistant Professor, Chemistry	THE ROLE OF CHEMISTRY IN POLLUTION CONTROL
David M. Streifford, Assistant Professor, Economics	AN ECONOMIST VIEWS THE POLLUTION PROBLEM

URBAN STUDIES: LAW AND JUSTICE

Goals:

The student understands the role of the police in modern society.

The student understands the function and the functioning of the courts.

The student recognizes the problems that exist in our legal system and reviews the attempts that have been made to correct them.

The student becomes acquainted with the role that peoples' attitudes play in shaping laws and in enforcing them.

The student begins to formulate his own definitions of "justice."

The student studies alternative ways to relate to the legal system and begins to choose personal behaviors that are consistent with his own emerging values.

The student knows those rights to which he is entitled and which are guaranteed by the legal systems of the United States.

The student acquires information about some of the laws that affect him.

The student becomes aware of those resources, both in law and in the legal system, which he can use.

Code:	Materials:
WE	WE ELECT
CJ	CRIMES AND JUSTICE, JUSTICE IN URBAN AMERICA SERIES. Houghton Mifflin Co., 1969. Students. ASG
YL	YOUTH AND THE LAW, JUSTICE IN URBAN AMERICA SERIES. Houghton Mifflin Co., 1969. Students. ASG
PS	THE PENAL SYSTEM, CRIME, PUNISHMENT, AND REFORM. Xerox Corp., 1971. Students. ASG
CC	CRIME AND CRIMINALS: INQUIRY INTO CRUCIAL AMERICAN PROBLEMS. Fraenkel. Prentice Hall. Students,AS
JUA,TG	JUSTICE IN URBAN AMERICA SERIES, TEACHER'S GUIDE. Houghton Mifflin Co., 1969. Teacher ASG
HSLP	HIGH SCHOOL LAW PROGRAM, SOURCE MATERIALS. Young Lawyers Section, American Bar Association. Teacher, ASG

Time: This component is designed to cover 10 weeks or it may be shortened by selection of objectives to take as much or as little time as the teacher and class feel is necessary.

Note: *The teacher, the students, or the students and teacher together may select from the objectives given those which they consider important. They may add other salient objectives.*

GOALS AND CONTENT	SUGGESTED ACTIVITIES AND MATERIALS
I. The student studies law in the United States	CRIMES AND JUSTICE
A. He knows the definition of <u>laws</u>. He knows that there are two kinds of law:	
1. Statutory	
2. Common	
B. He understands reasons why societies need laws. He realizes:	YL, pp. 1 - 41.
1. Laws make it possible for people to live together in society.	CJ, pp. 1 - 7.
2. Laws make it possible for people to predict some aspects of their lives	<u>Activity</u>: See Appendix A for 14 topics for class discussion or debate.
C. He understands the process of enactment of laws.	
1. By congress	
2. By state legislatures	
3. By the board of alderman	WE ELECT
D. He analyzes the effect of community attitudes and values on laws. He studies:	Arrange a discussion or a debate on gun control laws.
1. How special interest groups compete for laws that meet their values.	YL, pp. 16 - 42, 82 - 103.
2. How political groups compete for power and, in turn, affect and effect laws.	

GOALS AND CONTENT	SUGGESTED ACTIVITIES AND MATERIALS
E. He knows about various kinds of law and what each is designed to do. He studies:	
1. Criminal law	Film: BILL OF RIGHTS IN ACTION: STORY OF A TRIAL.
a. Definition of "crime"	CC, pp. 1 - 25.
b. Types of crime	
(1) Misdemeanor	
(2) Felony	
2. Juvenile code. The student learns that the juvenile code:	YL, pp. 42 - 103.
a. Defines <u>delinquency</u>	
b. Attempts to protect children from the damaging effects of criminal proceedings.	
3. Civil law. The student learns that civil law deals with:	<u>Film</u>: BILL OF RIGHTS IN ACTION: DUE PROCESS OF LAW
a. The ordinary relationships of one person with another.	
b. The protection of private rights of individuals and of property rights against private wrongs.	<u>Activity</u>: The student offers some examples of civil law cases.
4. The student can give examples of civil law cases.	Speakers might be invited to discuss law and justice with the class: a lawyer, an official of the American Civil Liberties Union, an official of the juvenile court, the high school's police officer-counselor, a representative of The Women's Crusade
a. Family relationships	
b. Property rights	

GOALS AND CONTENT	SUGGESTED ACTIVITIES AND MATERIALS
c. Contracts d. Individual rights e. Inheritance f. Slander g. Libel	Against Crime or other community group interested in the subjects. See Resources Guide. Film: BILL OF RIGHTS IN ACTION: DUE PROCESS OF LAW Film: EQUALITY UNDER LAW: LOST GENERATION OF PRINCE EDWARD COUNTY Film: COLOR OF JUSTICE. Film: IN THE NAME OF THE LAW STUDENT RESOURCE KIT: How Can We Improve Police and Community Relations? (Appendix D.) CC, pp. 61 - 82.
F. The student studies the enforcement of the law; he studies the role of the police. 1. Functions: a. Apprehension b. Investigation c. Prevention d. Services 2. Attitudes affecting performance; policeman's personal attitudes must involve: a. Prejudices or freedom from prejudices b. Fear and ways to handle it c. Value of human life versus the value of property d. Frustration and ways to handle it	Activities: Visit the St. Louis Police Department Visit the St. Louis Police Academy Visit the Neighborhood Police Community Relations Office Invite police officer, especially the officer stationed at the school, to talk with students Role Playing: Students demonstrate interaction between the police and citizens. Illustrate several types of crimes: robbery, aggravated assault, etc. Students illustrate ways they, as policemen, must handle the criminal, the victim. Students must know the restrictions and rules under which the police must operate.

GOALS AND CONTENT	SUGGESTED ACTIVITIES AND MATERIALS
e. Court of domestic relations: handles cases involving divorce, annulments, and custody of children	Conduct a mock trial in the classroom. It might be possible to videotape it so that students may evaluate it after the completion of the activity.
f. Equity courts: handle cases in which parties want remedies or redress other than money	
g. Juvenile division	YL, pp. 62 - 103.
(1) Handles cases involving violations of state law by persons less than 17 years of age	Teacher: HSLP, "Student and Minors' Rights."
(2) Handles cases involving neglected children and adoptions or placement	
(3) Provides counseling and guidance through case work services.	Teacher: HSLP, "Criminal Law Outline."

GOALS AND CONTENT	SUGGESTED ACTIVITIES AND MATERIALS
3. Controls on police activities: purpose of controls	
a. To improve the effectiveness of the police	
b. To protect citizens from abuse	
4. Controls on police activities: enforcement of controls.	CJ, pp. 8 - 81.
	CC, pp. 61 - 82.
a. Prosecution for law violations	
b. Department discipline for rule violations	
c. Citizen complaint procedure	
G. The student studies the role of the courts in interpreting and upholding the law. He learns about:	CJ, pp. 8 - 81.
1. The role of the courts in society.	Film: IN THE NAME OF THE LAW
a. Uphold constitution and laws	Film: JUSTICE UNDER THE LAW: GIDEON CASE
b. Serve as guardians of individual rights	Film: COLOR OF JUSTICE
2. The types of courts and their functions.	Film: BILL OF RIGHTS IN ACTION: PRIVILEGE AGAINST SELF-INCRIMINATION
a. Municipal courts: handle cases concerned with violations of city ordinances and the charter of the city.	Film: EQUALITY UNDER LAW: LOST GENERATION OF PRINCE EDWARD COUNTY
	WE ELECT
b. Magistrate courts: handle civil cases under $2,500.	Activity: Visit a court so that the class may hear an actual court case.
c. Courts of criminal correction: handle misdemeanors	Find examples of the work of various kinds of courts by selecting and collecting newspaper clippings.
d. Circuit court for criminal causes: handles felonies.	

GOALS AND CONTENT	SUGGESTED ACTIVITIES AND MATERIALS
H. The student studies agencies and institutions that deal with offenders of the law, with rehabilitation, or with punishment.	THE PENAL SYSTEM, pps. 3 - 63. CRIME AND CRIMINALS, pps. 87 - 103.
1. Penal institutions a. Juvenile detention centers b. City and county jails c. Prisons, state and federal	Activity: Arrange debates on the following topic: capital punishment.
2. Problems of the penal system a. Overcrowded conditions b. Lack of trained personnel c. Lack of vocational training programs	Activity: Students study penal institutions in the St. Louis area. They use newspapers, periodicals, and journals. They interview officials, if possible. They determine what the major local problems are and what some of the possible solutions to them might be.
3. Alternate approaches a. Work release programs b. Probation c. Urban centers	Invite or contact officials of the halfway houses in the St. Louis area to explain their programs to students.
II. The student studies ideas about justice in the United States.	Film: COLOR OF JUSTICE.
A. He studies the historical definition of justice	Film: BILL OF RIGHTS IN ACTION: DUE PROCESS OF LAW
B. He analyzes some aspects of justice within contemporary American society: individual rights versus the rights of society.	Film: BILL OF RIGHTS IN ACTION: PRIVILEGE AGAINST SELF-INCRIMINATION

GOALS AND CONTENT	SUGGESTED ACTIVITIES AND MATERIALS
C. He studies specific areas of national concern about justice:	
1. Discrimination in the administration of the law	Film: EQUALITY UNDER LAW: LOST GENERATION OF PRINCE EDWARD COUNTY
a. Economic condition	Film: COLOR OF JUSTICE.
b. Race	PS, pp. 5 - 14.
c. Sex	
d. Age	Film: FREEDOM TO SPEAK: NEW YORK VERSUS FEINER
2. Huge workloads cause court backlogs	Film: FREE PRESS VERSUS TRIAL BY JURY
3. Pre-trial publicity by press and its effects	
4. Defects of the jury system	
5. Plea bargaining	Film: JUSTICE UNDER LAW. GIDEON CASE
6. Antiquated bail system	Film: FREEDOM TO SPEAK: NEW YORK VERSUS FEINER
D. He studies reconciling law and justice through judicial reform.	Film: COLOR OF JUSTICE
E. He studies the role of the United States Supreme Court in granting justice:	Film: EQUALITY UNDER LAW: LOST GENERATION OF PRINCE EDWARD COUNTY
1. Interpreting the Constitution	Bibliography: (Pamphlets--Check with Department Head)
2. Reviewing the decisions of the lower courts	YOUR RIGHTS IN TRAFFIC COURT, Legal Aid Society
	WHAT TO DO IN CASE OF AN AUTOMOBILE ACCIDENT, Legal Aid Society

GOALS AND CONTENT	SUGGESTED ACTIVITIES AND MATERIALS
	DIVORCE, Legal Aid Society YOUR RIGHTS IF ARRESTED, Legal Aid Society Game: POINT OF LAW (Worth purchasing if school has funds) During school year 1973-74, the Bar Association of St. Louis, in observance of its centennial year, will provide lawyers to our schools throughout the year, especially in relation to the units such as those with legal implications.

APPENDIX A. TOPICS FOR DISCUSSION

1. Ours is a government of laws, not men.
2. Law is indispensable to a civilized society.
3. Law is subject to change.
4. Law must be available to and usable by all men.
5. The legal system offers many alternatives whereby citizens may resolve conflict in our society. These alternatives avoid the necessity for lawlessness and violence.
6. Life is to be valued above property.
7. Everyone has the right to protect his own property.
8. With every right there is a duty.
9. Every youth has a social responsibility to his community.
10. One's reputation is to be prized and protected.
11. A person may feel that he is innocent or not liable for a given deed, but companions, environment, and circumstances can lead to a lawful conviction or a judgment of liability.
12. Respect for the fundamental worth, dignity, and privacy of the individual underlies all our fundamental laws.
13. The law is a reflection of the ethics and morality of our society.
14. Welfare is a right and not a charity.

APPENDIX B: SUGGESTED ACTIVITIES TO SHOW THAT UNIFORM LAWS ARE NECESSARY

SUGGESTED ACTIVITIES:

1. What would happen if each individual made his own laws? Discuss.

2. Should laws be just? Discuss.

PLAY CLASSROOM CHAOS

Write some rules for the class on the chalk board on the first day of the law unit.

Examples:

1. No conversation between students is allowed.

2. Everyone must sit in the same seat every day. There can be no one in the seat in front of you, behind you, or next to you.

3. Only sophomores can get an "A" in this course.

4. Students named Williams, Johnson, or Smith can set up any regulations for the other students that they wish to establish. Only the teacher can change their rules.

5. No books other than those to be used in this course can be brought into this classroom. All other materials will be destroyed, and the students will be responsible for the cost of the materials.

6. No absences are permitted.

(The teacher may make as many rules as he wishes.)

Allow the students time to read all regulations.

Inform them that these regulations will be in effect at the next class session.

Follow this announcement with a discussion period. Discuss why these "laws" are unfair.

3. Who makes laws?

4. Who enforces laws?

5. What attitudes do you maintain in relation to the police?

APPENDIX B: SUGGESTED ACTIVITIES TO SHOW THAT UNIFORM LAWS ARE NECESSARY

Distribute the "I Could Tolerate It Scale" and compare the answers of the students in the class. Add more statements to the scale if necessary. Determine whether the classes' attitude is more positive than negative.

On the "I Could Tolerate It Scale" rate each situation on a one to five point scale. Five would be a very favorable position; one would be very negative. Three would mean undecided.

I COULD TOLERATE IT SCALE

5 - Absolutely Yes

4 - Sometimes Yes

3 - It does not matter

2 - Sometimes No

1 - Absolutely No

Circle one number only for each question.

1. The rules on the board are essential to this classroom and will aid me in securing better grades and a deeper understanding of rules and laws.

   1 2 3 4 5

2. These rules must be enforced by the designated individuals in order to maintain peace and a friendly atmosphere.

   1 2 3 4 5

3. Rules are necessary and there will continue to be a need for someone to enforce them.

   1 2 3 4 5

4. Punishment is necessary for individuals who break laws.

   1 2 3 4 5

5. If policemen were more friendly/brutal, their jobs would be easier to accomplish.

   1 2 3 4 5

6. I would be a policeman or policewoman if I had the proper training.

   1 2 3 4 5

7. Police are vital members of the community.

   1 2 3 4 5

8. Policemen should wear guns.

   1 2 3 4 5

9. For protection, all people should wear guns as they did in the days of the cowboys.

   1 2 3 4 5

10. I like policemen.

    1 2 3 4 5

11. The present system of law enforcement is adequate.

    1 2 3 4 5

APPENDIX C: TRUE-FALSE TEST - DISCUSSION

Suggested Activities:

Administer a True and False Test. Tell students it will not be graded but will be used as a basis for discussion.

A juvenile charged with a legal offense in the City of St. Louis, Missouri, has a right:

T/F

_____ 1. To remain silent when arrested.

_____ 2. To have a hearing or to have a trial if he is over 17.

_____ 3, To have a lawyer represent him.

_____ 4. To have his/her parents present at the hearing.

_____ 5. To have his lawyer cross-examine the witnesses.

_____ 6. To hear the charge against him.

_____ 7. To appeal his case to a higher court.

_____ 8. To not show up at his hearing if he knows he is innocent.

_____ 9. To be considered an adult by the juvenile court although he is a juvenile.

URBAN STUDIES: LAW AND JUSTICE

APPENDIX D: POLICE ATTITUDE SCALE

1. ARRANGE THE FOLLOWING ATTITUDES IN THE ORDER YOU FEEL THAT A POLICEMAN WOULD.

2. ARRANGE THEM ACCORDING TO YOUR FEELINGS THE NEXT DAY.

CUT OUT AND PASTE. USE FORM PROVIDED

Bend the law to suit the individual.	Ignore public sentiment and perform the job to the best of your ability.
Carry a big stick and use it if necessary.	Uphold the law.
Personal safety.	Do not wear uniforms and, therefore, help eliminate crime because crooks would know where the police are.
Carry a personal grudge for an individual who has violated the law.	Make people fear the police by behaving brutally.
Give traffic tickets to speeders only.	Establish friendships with citizens.
Explain the duties of the police to youth to help them understand the laws.	Give a person a chance to explain his actions before you arrest him.
Take a psychology course to try to understand people.	Shoot all individuals who shoot at you.

Take heed of public opinion. Continue to improve yourself through education and personal contacts and uphold the laws.	Help maintain community relations people - to help establish friendly relations between police and citizens.

Place the Police Attitude Scale answers on this page.

APPENDIX E: ROLE PLAYING

Harry Hotfingers was released from prison two months ago. He reported to his parole officer regularly. Harry applied for a job at the Knob Newspaper Company as a deliveryman. Harry got the job because his employer did not discriminate against ex-convicts. Harry Hotfingers, a convicted arsonist, had served over seven years in the state pen for his crimes.

Everything appeared to be operating smoothly until one Saturday night. Harry had been waiting to deliver the early morning editions of the Sunday paper. He was sitting alone in the employee's lounge when the fire alarm rang. Everyone had to evacuate the premises. Harry Hotfingers was the last person to leave the premises. When the fire was extinguished, the police arson squad discovered that the fire had been started in the vicinity of the employee's lounge. Someone remembered seeing Harry in the lounge. Harry admitted that he had been in the lounge, but also stated that he had seen someone walk past the lounge before the fire alarm rang. What happens to Harry Hotfingers now?

Characters needed:

Harry Hotfingers
The owner of the company
An investigator
Policemen
The witness
The mystery person (the person Harry saw)
(Other characters may be added as needed. A mock trial can also be developed from this role play.)

URBAN STUDIES: LAW AND JUSTICE

APPENDIX F: CRIMINAL TRIAL PROCEDURE

1. Preliminary hearing
2. Indictment
3. Arraignment
4. Selection of jury
5. Reading of indictment
6. Opening statements
7. Examination and cross examination of witnesses
8. Summation
9. Charge to jury
10. Deliberation of jury
11. Verdict of jury
12. Sentencing by judge
13. Appeal by defense

IS IT A VALID MARRIAGE?

People often encounter legal problems with property ownership, life insurance benefits, and Social Security when they discover that they are not legally married despite the existence of a marriage certificate. What kinds of situations cause a marriage to be invalid?

If Mr. and Mrs. Jones are related as parent and child, grandparent and grandchild, brother and sister, aunt and nephew, uncle and niece, or first cousins, their marriage is absolutely void.

At the time Mr. and Mrs. Jackson got married, Mrs. Jackson was still married to Mr. Somers. The Jackson marriage is not legally valid, however, if Mrs. Jackson obtains a divorce from Mr. Somers, she can then legally marry Mr. Jackson. They must go through a marriage ceremony again in order to make them legally married.

Mr. and Mrs. Green have been living together as man and wife for many years but never bothered to obtain a marriage license. They consider themselves to be married and so does the rest of the community. Unless they started living together prior to 1929 or they moved to Missouri from a state recognizing common law marriage, there is no legally recognized marriage between Mr. and Mrs. Green.

A marriage is void if at the time of the marriage either party was insane or mentally incompetent.

Marriage of underage persons is <u>not</u> invalid but can be annulled under certain circumstances. The important ages are 21 for males and 18 for females for marriage only with parental consent, and under 15 for both sexes for marriage only by judicial consent. If Mr. and Mrs. Miller were underage when they married and they did not have parental judicial consent, their marriage becomes valid upon Mr. Miller reaching 21 years and Mrs. Miller reaching 18.

What kinds of problems result from the lack of a valid marriage?

Mr. and Mrs. Mills purchased a home for themselves and their family. The deed states that they own the property as husband and wife. However, they are not legally married. After the death of Mr. Mills, his parents and brothers and sisters have a valid claim as his heirs to one-half the property. Mrs. Mills has to sell the house and give them one-half the proceeds. If the reason the marriage is invalid is that Mr. Mills was never divorced from his "first" wife, the "first" wife, instead of his family, is entitled to one-half the property, even though Mr. Mills had not seen her in many years.

Mr. Walker bought a home for the family and the title was put in his name only. Because they were never legally married, after his death Mrs. Walker has no claim on the house or his other property (unless he had a will). A legal spouse or his parents and brothers and sisters will inherit all Mr. Walker's property.

Mr. and Mrs. Ross were never legally married. When Mr. Ross purchased life insurance, he listed Mrs. Ross as his wife and named her as his beneficiary. The insurance company might refuse to give her the benefits after his death, because Mr. Ross supplied false information. If he listed her as his beneficiary, using her legal name

and without misstating his marital status, she would be more likely to receive the benefits.

Mr. and Mrs. Bigsby have lived together many years but were never legally married. Upon her death, he is not entitled to her Social Security benefits although their children may collect these benefits.

URBAN STUDIES: PERSONAL ECONOMICS

Goals:

The student avoids the pitfalls of impulse purchasing.

The student buys wisely in order to save money and be happy with his purchases.

The student finds out where he may go for credit, when it is wise to apply for credit, and how to use credit.

The student becomes aware of the many agencies that will provide him with consumer information and assistance.

The student learns some basic principles of economics.

Code:	Materials:
MEW	MAN'S ECONOMIC WORLD, THE SOCIAL SCIENCES, CONCEPTS AND VALUES. Harcourt, Brace, Jovanovich, Inc., 1972. Students, ASG
MP	MAN AS PRODUCER, THE SOCIAL SCIENCES, CONCEPTS AND VALUES. Harcourt, Brace, Jovanovich, Inc., 1972. Students, ASG
PCBB	PEOPLE AND THE CITY: BUYERS BEWARE. Scott Foresman and Co., 1972. Students, G.

Time: This component may be taught as a ten-week segment or it may be shortened to any length desired.

Note: *The teacher, the students, or the students and the teacher together may select from objectives given those which they consider important. They may add other salient objectives.*

GOALS AND CONTENT	SUGGESTED ACTIVITIES AND MATERIALS
I. The student masters the vocabulary he will need to understand personal and consumer economics.	Some suggested vocabulary and definitions: Consumer — Money Income: real, disposable, money — Will call Loan — Charge Net, Gross — Credit Interest — Bait and switch
II. The student learns about possible sources of income and about what, where, how, and why to buy.	Teacher: Refer to YOUTH FACES AMERICAN CITIZENSHIP, Chapter 7, "Problems of the Consumer," pp. 119-137.
A. He studies possible sources of income	
1. Allowance	
2. Gifts	
3. Wages and salaries	SFS: YOUR PAYCHECK
4. Payment for services	Film: SAM'L AND SOCIAL SECURITY
5. Social security	Film: SOCIAL SECURITY, THE
6. Veterans' benefits: children, widows, hospitalization	Film: BEFORE THE DAY
7. Pensions	SFS: DOLLAR VICTORY
8. Welfare: ADC, blind, old age	SFS: SAVINGS FOR SECURITY
9. Other: children, widows, hospitalization	
B. The student decides how to spend income. He learns about:	Activity: Plan a budget for the first year in high school: time, clothing, activities, other uses for money.
1. Budgeting	

GOALS AND CONTENT	SUGGESTED ACTIVITIES AND MATERIALS
2. Advertising as an aid. He knows:	Teacher: The Legal Aid Society's unit on consumer laws is a useful resource for the unit on advertising.
a. Its purpose. (He knows how to read the copy.)	
b. How to tell ethical from false advertising	
c. How to evaluate media messages	
d. Cost effectiveness of advertising	
e. The pros and cons of advertising and its appeals.	
f. How to recognize propaganda techniques	Make a collection of printed advertisements and descriptions of media ads and discuss the kinds such as primary and secondary. Discuss the various propaganda techniques and identify these in advertisements.
(1) Transfer and testimony	
(2) Band wagon	Teacher: Refer to YOUTH FACES AMERICAN CITIZENSHIP, pp. 34-36. (Government component.)
(3) Appeal to status or youth or inner hopes.	
(4) Glittering generalities	
(5) Appeal to prejudice	
g. How to read and use labels.	Bring in various kinds of packaged products and analyze what the labels tell about the product.
(1) Content	Students look carefully at products at their own local stores and compare prices per unit.
(2) Safety features	
(3) Special instructions or warnings	
(4) Product maintenance	Film: MONEY TREE
(5) Price and price per unit of weight or measure	Film: WHY DO YOU BUY?

GOALS AND CONTENT	SUGGESTED ACTIVITIES AND MATERIALS
(6) Guarantees or warrantees.	Film: USING MONEY WISELY FS: MANAGING YOUR CLOTHING DOLLAR SFS: BUYER BEWARE SFS: MAKING ENDS MEET SFS: MONEY WELL SPENT
3. The student becomes aware of consumer protection agencies and laws. He knows about:	
a. The Better Business Bureau	Film: ON GUARD - BUNCO
b. Nader's Raiders	Film: CONSUMER POWER: ADVERTISING
c. Consumer Representative Publications	Activity: Students use periodicals and microfilm of periodicals older than 1970 to collect information on these organizations. They share information with classmates. (School Library.)
d. Consumer protection legislation	
e. The Pure Food and Drug Act and its administration.	Film: NOTHING BUT LOOKERS
f. Truth in Lending laws	Film: GOOD GOODIES
g. The regulatory agencies for individual kinds of products.	
4. The student plans spending for items in which he is interested. He considers:	
a. The use to which he will put the product	
b. The special features he requires it to have	
c. Its durability in relation to the length of time he will need it.	

GOALS AND CONTENT	SUGGESTED ACTIVITIES AND MATERIALS
d. Places where it may be purchased and comparative prices.	
C. The student learns about various ways to pay for purchases. He considers the wisdom of using it and the purpose of each way.	Activity: Visit a bank to learn what services are offered.
1. Cash or 30, 60 or 90-day cash purchase	
2. Checks: kinds, how to write.	
3. Credit card: use, control, loss, limits, dangers	
4. Charge accounts: convenience vs. problems	
5. Will call: purpose, management, restrictions	
6. Installment buying	Activity: Class plans a purchase and checks to see what the terms of an installment contract on it would be. They calculate the true interest and analyze the obligations that would be incurred.
a. Secured sales contract	
b. Holder due cause	
D. The student learns how to establish credit and understands the uses to which credit may be put.	Teacher: If the simulation game CONSUMER is available at the school, it would be useful in helping students achieve this objective.
1. The three C's of credit: character, capacity, capital	
2. Use of parents' credit card: regulations, family agreements.	Role Playing. Family discussion about allowing young people to use credit card for a department store.
3. How to set up personal credit arrangements. The student knows he must:	

GOALS AND CONTENT	SUGGESTED ACTIVITIES AND MATERIALS
a. Talk to the credit manager	
b. Establish a bank account	
c. Have a job	
4. The student learns what is involved in the various kinds of borrowing he may need to do some day. He learns to:	
a. Open a charge account	
b. Buy on a deferred payment plan	
c. Apply to borrow $100.00	
(1) From a bank	
(2) From a loan company	
5. The student knows the true cost of credit.	Activity: Students solve problems on figuring true costs of various kinds of credit. They work individually or as a class.
a. 30, 60, or 90-day purchases	
b. Straight bank loans	
c. Insurance loans, service loans, etc.	
d. Revolving charge accounts	
E. The student plans ways to save.	
1. Insurance	
a. Kinds there are to buy	

GOALS AND CONTENT	SUGGESTED ACTIVITIES AND MATERIALS
b. Terms of purchase	
c. Benefits and services	
2. Savings methods	
a. Planning to save	
b. Savings accounts: benefits and interest	
(1) Bank accounts	
(2) Credit Union accounts	
(3) Savings and loan company accounts	
c. Social security	
3. Investments	
a. Bonds	
b. Stocks	
c. Real estate (house equity)	
III. The student studies some features of economics, national and international, and how these might affect him.	Film: HOW TO USE YOUR BANK
	MEW, pp. 4 - 45.
A. He learns about the importance of trade among nations.	MEW, pp. 46 - 75.
B. He studies the relative wealth of several nations.	MP, pp. 4 - 37.
C. He studies patterns of technology.	MP, pp. 38 - 75.

GOALS AND CONTENT	SUGGESTED ACTIVITIES AND MATERIALS
D. He studies patterns of economic choice.	Bibliography: (for students) USING DOLLARS AND SENSE, Kohn, C. and Hanna, B. IT'S UP TO YOU, Andrews, M. ACCENT/FAMILY FINANCES SERIES, Clarion Press, 1918 ON YOUR OWN SOCIAL INSURANCE

URBAN STUDIES: RELATIONSHIP OF LEVELS OF GOVERNMENT

Goals:

The student will become aware of the purposes of government.

The student will learn how the national, state, and local governments function.

The student learns how he can become an effective citizen in a democratic society.

The student learns in what ways he is controlled by the government and how.

The student learns how to formulate and use concepts, descriptions, and explanations of political behavior.

Code:	Materials:
YFAC	YOUTH FACES AMERICAN CITIZENSHIP. L. Alilunas and J. Sayre. Lippincott, 1970. Students, ASG
MG	MAN'S GOVERNMENT, THE SOCIAL SCIENCES, CONCEPTS AND VALUES. Harcourt, Brace, Jovanovich, Inc., 1972. Students, ASG
MPM	MAN AS A POLICY MAKER, THE SOCIAL SCIENCES, CONCEPTS AND VALUES SERIES. Harcourt, Brace, Jovanovich, Inc., 1972. Students, ASG
WE	WE ELECT, St. Louis Public Schools, 1973. Students, ASG

Time: This component may occupy a ten-week time span or it may be shortened by the selection of objectives to any convenient length.

Note: *The teacher, the students, or the students and teacher together may select from the objectives given those which they consider important. They may add other salient objectives.*

GOALS AND CONTENT	SUGGESTED ACTIVITIES AND MATERIALS
I. The student becomes aware of the purposes of government. A. He analyzes ways in which government provides ways for people to work together to do those things which they could not do separately. B. He knows how government regulates the relationships of individuals and groups in society. C. He sees how government attempts to secure those "inalienable rights" granted in the Constitution and the Bill of Rights.	Activity: Students read about the "American Creed" They analyze it and discuss reasons why it will be tested in the next twenty years. YFAC, pp. 260 - 261. YFAC, pp. 369, 411. MPM, pp. 4 - 37. Film: BILL OF RIGHTS IN THE UNITED STATES YOUTH FACES AMERICAN CITIZENSHIP, Preamble and Bill of Rights, pp. 570, 577 - 578.
II. The student learns in what ways the government regulates and serves lives of persons or groups or organizations. A. He knows ways in which government regulates the daily lives of the people. B. He knows how government regulates various groups. C. He recognizes some of the ways government does things and conducts programs beyond the scope and power of individuals or small groups. Examples: 1. Builds dams 2. Plans highway systems 3. Provides for education 4. Provides health services D. He thinks about how government provides for security and defense.	YFAC, pp. 409 - 478. Activity: Teacher puts the following generalizations on the chalk board. The students choose one and work in groups of 2 or 3 to prepare evidence to support or refute the statement: 1. In general, most of the difficulties to be found in a federal system of government arise from the fact that power is shared. 2. Government exists to be used and not to interfere with an individual citizen's efforts to acquire all he can get for himself. 3. Controversy is inevitable and desirable in a democratic, pluralistic society. YFAC, pp. 479 - 535 MG, pp. 48 - 73.

GOALS AND CONTENT	SUGGESTED ACTIVITIES AND MATERIALS
1. Armed forces: duties and jurisdiction	
2. State militia: duties and jurisdiction	
3. Local police: duties and jurisdiction	
E. He reviews government attempts to "promote the general welfare," at all levels of society.	Graphigame, Number 3, Number 5. Use to develop an attitude scale.
1. Provides for schools	
2. Establishes and maintains court systems	
3. Assists in problems of employment	
4. Provisions of the Bill of Rights	
F. He learns how government "pays its way."	YFAC, pp. 411 - 426.
1. Sources of income	
a. Taxes	
b. Borrows (bonds - notes)	
c. Tariffs	
2. Distribution of funds by the federal government	YFAC, pp. 411 - 426.
a. To state and local governments	
(1) Limitations--grants and aid	Activity: Take a survey on a political question, for example, revenue sharing. Students formulate the questions, analyze and respond to the results.
(2) Revenue sharing	

GOALS AND CONTENT	SUGGESTED ACTIVITIES AND MATERIALS
b. To individuals (1) Pensions (2) Claims (3) Salaries c. Spends for the operation of programs and laws of the legislative bodies.	
G. The student knows how the governments are organized at all levels. 1. The three divisions. a. Executive: president, governor, mayor b. Legislative: congress, general assembly, aldermen. c. Judicial: supreme, federal, state, municipal courts, various levels.	WE ELECT YFAC, pp. 369 - 394.
2. Political divisions, supported by taxes, created by law. a. Divisions created according to size: (1) School districts (2) Villages (3) Towns (4) Cities	WE ELECT

GOALS AND CONTENT	SUGGESTED ACTIVITIES AND MATERIALS
(5) Township (6) County b. Umbrella divisions: (1) Sewer districts (2) Regional, such as police, hospital emergency (3) Transportation	
H. How a citizen participates in control of government	WE ELECT
1. He becomes politically active	MPM, pp. 38 - 73.
2. He joins a political party and works for it	YFAC, pp. 395 - 408.
3. He works in special interest groups or for special candidates whose views he supports.	Teacher: Refer to AMERICAN POLITICAL BEHAVIOR (Ginn & Co.) for ideas on teaching part II A.
4. He exercises his voting rights	
5. He pressures elected officials in productive ways:	Film: WHERE WERE YOU?
a. He writes letters and talks with them	Film: THE SIXTIES
b. He gets like-minded people to write or talk with them c. He circulates and submits petitions about issues that concern him.	Activity: Within reason, a few students interview their aldermen and state legislators, either in person or by telephone. The entire class determines issues about which to ask questions and participates in designing questions. They analyze the responses. If such direct contact is not possible, write and request an answer to specific questions.

GOALS AND CONTENT	SUGGESTED ACTIVITIES AND MATERIALS
I. How government fulfills its purposes 1. It uses an interwoven system known as Federalism. This system's method: a. Gives the citizen as much power as he wants to exercise on the levels he selects, within the system. b. Gives the citizen a device for securing the values citizens of the United States desire. c. Combines idealism and pragmatism. (1) Strives for the perfect (2) Accepts the possible 2. Federalism's results are: a. Constant readjustment between the competing levels of government. b. Exposure of ideas with gradual acceptance by the public. c. Impatience with the system itself. d. Constant pressure for reform. e. Ever-present possibility of corruption within the system.	Film: TOYS Film: FIRST TUESDAY AFTER THE FIRST MONDAY, THE ELECTION OF A PRESIDENT Activity: Students, basing their project on what they have learned of state, local, and national governments, plan a school government day which will, in some way, involve all students. Film: WORLD OF JULIAN BOND Activity: Students work out a program or proposal for action in an aspect of civil rights which interests them. They show how their values and ideas might become effective through the use of government agencies, branches, resources.

URBAN STUDIES: URBAN SOCIAL SERVICES

Goals:

The student becomes aware of urban health care problems, facilities, and agencies, particularly those in St. Louis.

The student learns about federal health care programs.

The student analyzes the problem of urban poverty and studies the kinds of government assistance available to the poor, local, state, and federal.

The student learns of the need for additional urban recreational facilities.

The student knows the types and locations of local recreational services.

Code:	Materials:
PW	POVERTY AND WELFARE: JUSTICE IN URBAN AMERICA SERIES, Bennett and Newman. Houghton Mifflin Co. Students, ASG.
PWM	PUBLIC WELFARE IN MISSOURI. Division of Welfare, State Department of Public Health and Welfare, Jefferson City, Mo. Students, ASG.
OA	THE OTHER AMERICA, Michael Harrington. Macmillan, 1962. Teacher
CRD	COMMUNITY RESOURCES DIRECTORY, HEALTH EDUCATION. St. Louis City Health Department and St. Louis County Health Department. Teacher.
SLW	ST. LOUIS WHERE-to-CALL GUIDE. Southwestern Bell Telephone Company. Teacher

Time: This component is designed to cover a ten-week period. It may be shortened by the selection of objectives or a rapid review of its content.

Note: *The teacher, the students, or the students and teacher together may choose from those objectives given those which are important to them. They may add other salient objectives.*

GOALS AND CONTENT	SUGGESTED ACTIVITIES AND MATERIALS
I. The student studies urban health problems and services.	PWM, pp. 15 - 24.
A. He knows what the major urban health problems are:	Activity: The students conduct a survey among adults in their community by drawing up a questionnaire asking what citizens consider to be the most serious health problems that exist there. Students tabulate the results, evaluate them, and write a "position paper" in which they offer possible solutions.
1. Shortage of hospitals, clinics	Activity: Invite a local doctor or a public health nurse to visit the class to discuss urban health problems.
2. Shortage of trained personnel in health facilities	Film: YOUR CAREER IN NURSING.
3. High cost of medical and health services	Film: YOUR CAREER IN PHARMACY.
4. Lack of coordination of health facilities within the city	Activity: Students debate the following topics: The Federal government should adopt a national health insurance program for all citizens. The United States should adopt a socialized medical program. Students should be prepared to document their views from reading and expert opinion.
B. The student learns what local health services are available and where they are.	HANDOUT: The City of St. Louis Organization Chart, Division of Health.
1. Hospitals	Activities: Students give oral reports on topics listed under local health services (B).
2. Health centers or clinics	

GOALS AND CONTENT	SUGGESTED ACTIVITIES AND MATERIALS
3. Tuberculosis control	Students prepare a guide of health facilities in their community.
4. Venereal disease control	
5. Rat control	Class takes a field trip to a neighborhood comprehensive health center
6. Lead poison control	
7. Sickle cell anemia control	Class visits the Education Department of the St. Louis City Health Department.
8. Rabies control	
9. Maternal and child health services	
C. The student knows what federal health programs are available, for whom they are intended, and how they may be used.	Activity: Conduct a panel discussion giving the most important features of the Medicare program.
1. Neighborhood comprehensive health centers.	Students investigate careers in health care. They prepare a list of schools in Greater St. Louis which offer programs preparing people for such careers.
2. Health insurance for the aged	
3. Medical care for public assistance recipients	Students interview persons from agencies listed in the teacher's COMMUNITY RESOURCE DIRECTORY and report to the class on that agencies services.
D. The student knows what private health care resources are available in St. Louis and has some knowledge of their costs.	
II. The student learns what kinds of public assistance are available to the poor and to others who are in need	POVERTY AND WELFARE, pp. 1 - 36.
A. The student studies urban poverty and kinds of aid that are available. He knows:	HANDOUTS: "Class Survey Tally Sheet" "The Poor"
	Film: ANATOMY OF WELFARE

GOALS AND CONTENT	SUGGESTED ACTIVITIES AND MATERIALS
1. The economic definition of poverty 2. The poverty level as determined by the federal government. 3. The social characteristics of poverty. a. Inequality of opportunity b. Lack of skills c. Poor education d. Inadequate housing e. Poor job or unemployed	Film: WELFARE DILEMMA SFS: THE AMERICAN POOR: A SELF-PORTRAIT The students find a description of an urban poverty family from/in an autobiography or biography or work of fiction and reports to the class on the characteristics included. PW, pp. 1 - 36.
B. The student studies the extent of urban poverty.	Activity: Class writes a proposal to combat poverty, using federal funds.
C. He learns about the composition of the urban poor	SFS: THE AMERICAN POOR: A SELF PORTRAIT.
D. He studies the "invisible poor."	
E. He analyzes the vicious circle of poverty	
F. He becomes sensitive to the human and economic costs of poverty.	Students prepare a slide presentation on "Poverty in St. Louis." They take pictures for slides and write the script themselves.
G. The student learns what kinds of government aid are available, to whom aid is available, and how it is administered and distributed. 1. Definition of welfare. 2. Public assistance programs administered by a. Old age assistance	HANDOUT: "The Truth about Welfare." POVERTY AND WELFARE: pp. 38 - 82. PUBLIC WELFARE IN MISSOURI, pp. 1 - 28.

GOALS AND CONTENT	SUGGESTED ACTIVITIES AND MATERIALS
b. Aid to dependent children	SFS: THE WELFARE DILEMMA.
c. Aid to the permanently disabled	Activity: Invite a welfare case worker to address the class on programs in St. Louis.
d. General relief	Class visits welfare office by special arrangement.
e. Aid to the blind	
f. Blind pensions	
g. Medical care	
h. Vocational training	
3. Programs administered by local government	WE ELECT
a. Division of Family and Children's Services	
(1) Foster home placement and supervision	
(2) Family counseling	
(3) Adoption studies and placement	
b. Mayor's Office on Aging	Activity: Class might want to "adopt" an aged person in the neighborhood.
c. The Public Defender Bureau	
4. Programs administered under the supervision of federal government.	POVERTY AND WELFARE, pp. 55-57.
a. Head Start	Activities:
b. Upward Bound	Students prepare oral reports on the programs listed under G_4.
c. Educational Opportunity grants	Invite Neighborhood Youth Corps counselor to discuss the program with the class.

GOALS AND CONTENT	SUGGESTED ACTIVITIES AND MATERIALS
d. Neighborhood Youth Corps	Class plans and gives a party for children in a local day care center.
e. Job Corps	
f. Work incentive and training	Write letters to congressmen urging the continuance of a federal program. Give good reasons.
g. Rent supplement	Write letters to congressmen urging the discontinuance of a federal program.
h. Food stamps	Invite a speaker from Human Development Corporation.
i. School lunch program	
j. Surplus agricultural food distribution	
III. The student studies the need for recreational facilities for urban areas and learns where the existing facilities are.	
A. He realizes why recreational facilities are needed.	
1. Increased population in urban areas	
2. Increasing amounts of leisure time.	
B. He knows what local and government supported recreational services are available in the immediate area.	Activity: Class plans a group of activities for a visitor to St. Louis.
1. Parks	Students take a survey of students in the school to discover how they spend their leisure time. How they would like to spend their spare time.
2. Playgrounds	
3. Swimming pools	
4. Tennis courts	
5. Steinberg Memorial Skating Rink	

GOALS AND CONTENT	SUGGESTED ACTIVITIES AND MATERIALS
6. Golf courses 7. Community centers 8. McDonnell Planetarium 9. Archery ranges 10. Fishing and boating facilities 11. Jefferson National Expansion Memorial C. He knows what private recreational services are available in St. Louis and the surrounding area.	Bibliography: (For pamphlets, see Department Head.) HANDOUTS: THE TRUTH ABOUT WELFARE CLASS TALLY SHEET THE POOR THE CITY OF ST. LOUIS ORGANIZATION CHART, DIVISION OF HEALTH.

1. The Legal Aid Society
   4030 Chouteau
   St. Louis, Missouri 63110

   Mrs. Gerry Berry, Director of Community Services
   422-2200

   The Legal Aid Society provides legal assistance to people who cannot afford to pay for a lawyer. Legal Aid is composed of these departments: Family; Juvenile; Consumer; Special Cases; Welfare; Housing; Mental Health; Employment; and Economic Development. Lawyers from these units can offer first-hand information concerning the practical implications of the law in these areas. To have a lawyer visit your class, call Mrs. Gerry Berry, Director of Community Services at least one week in advance.

2. The Metropolitan Bar Association
   Youth Education Committee
   7 North Seventh Street
   St. Louis, Missouri 63101

   Mr. Maury Poscover, Esq., Chairman of the Youth Education Committee
   231-6101

   The Youth Education Committee of the Metropolitan Bar Association has organized a Speakers Bureau composed of lawyers who practice law in the St. Louis area. These lawyers are available to speak about court reform, the role of a lawyer, Constitutional issues, trial preparation and courtroom procedure, the right to counsel, civil matters, or any law-related topic that you specify. A lawyer possibly could accompany a class on a field trip to the courts to help explain what goes on there. To request a lawyer, call Mr. Maury Poscover, an attorney with Busch, Eppenberger, Donohue,Elson, and Cornfeld, at least one week in advance.

3. Municipal Courts Building
   St. Louis Circuit Court
   1320 Market
   Criminal Trial Division

   Officer McDonough
   453-4121

   Trips to the Municipal Courts are available by calling Officer McDonough in the Circuit Attorney's Office. One week advance notice is needed and no more than thirty-five students per trip. Classes can have question/answer session with court personnel and can view part or all of an actual trial. The best time is Monday through Wednesday morning. It is difficult to predict what element of a trial will be seen. The Circuit Attorney's Office will try to serve every request, but they may become overloaded, so it is best to reserve a time and day far in advance.

4. Civil Courts Building
   St. Louis Circuit Court
   Civil Trial Division
   12th and Market Streets

   Mr. Francis McElroy, Chief Deputy, Circuit Clerks Office
   453-4400

   Call or write to Mr. Francis McElroy, Chief Deputy of the Circuit Clerks Office to set up a trip to the Civil Courts Building. Trials involving civil suits, divorce, equity cases can be viewed Tuesday through Thursday. The morning session begins at

9:30 A.M.; and the afternoon session begins at 1:30 P.M. To see how a jury is selected or to speak with court personnel can be arranged by making specific requests of Mr. McElroy.

5. Federal District Court
Federal Building
1114 Market
Mr. William Rund, Clerk, Federal District Court

The Federal District Court serving the Eastern District of Missouri is located in St. Louis. It is a trial court which handles criminal cases involving a federal offense, and cases pertaining to the United States Constitution or Federal statutes, such as civil rights issues. Also, law suits involving people from different states are heard in the Federal Court. Please specify with Mr. William Rund, the Clerk of the Federal Court, just what types of cases you wish to view, if you want to see a jury trial and if you wish to have an opportunity to speak with a judge. Field trips to the Federal Courts can be scheduled by contacting the Clerk at least one week in advance.

6. St. Louis Metropolitan Police
Community Relations
1200 Clark Street
St. Louis, Missouri 63101

Mr. Robert Barton, Director of Community Relations

The Community Relations Division with the St. Louis Metropolitan Police offers a variety of resources. A field trip to the Police Headquarters includes visiting the Police Academy, Headquarters Building, Communications, Show Up Room, and Gun Collection. Also, police are available to present Karate demonstrations, and Canine demonstrations. A police officer is assigned to each high school as a counselor, acting as a helpful liaison between the schools and the police. Any requests to the Police Department must be made in writing, at least one to two weeks in advance. Other arrangements for speakers, police on panels, etc., can be made by writing to Mr. Robert Barton, Director of Community Relations.

7. Juvenile Court, City of St. Louis
920 N. Vandeventer
St. Louis, Missouri 63112

Mr. David Braun, Coordinator, Development Office

Counselors, probation officers, and court personnel can offer valuable insights into the workings of the Juvenile Court.

Because of policy and the structure of the Juvenile Court, field trips for youth are discouraged.

To request a speaker from the Juvenile Court, write a letter to Mr. David Braun, Development Office. State the age group of the class, the topic for discussion, and the location of the school, and the tentative time and date. Please send in your requests at least two weeks in advance.

8. St. Louis University Law School
3645 Lindell
St. Louis, Missouri 63103
535-3300

Law students have proven to be beneficial speakers and resources for the class room teacher. Call Mr. Peter Salsich, Director of Clinical Projects, at St. Louis University Law School if you would like a law student to visit or work with you and your class. Topic areas that law students could handle include: consumer protection law; landlord-tenant; search and seizure; marriage law; juvenile law; and constitutional issues; courtroom

procedure. Other types of lessons can be worked out if you specify. Call at least one week in advance.

9. St. Louis City Hall
12th and Market
St. Louis, Missouri 63101

Building Maintenance Department
453-4487

Guided tours through the Mayor's Office and the Board of Alderman Chamber can be arranged by calling the Building Maintenance Department at City Hall. Students can sit in the Board of Aldermen Chamber when it is not in session and ask questions. Groups should be limited to 35, and arrangements made one week in advance.

10. St. Louis Air Pollution Control Laboratories
Located South of City Hall
453-3334

The air in St. Louis is constantly being studied for the amount and type of pollution it contains. To see how air is tested, call the St. Louis Air Pollution Control Laboratories. Groups must be limited to 15 and one week notice should be given. Tours and discussion can last from 30-60 minutes.